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1896

REPORT

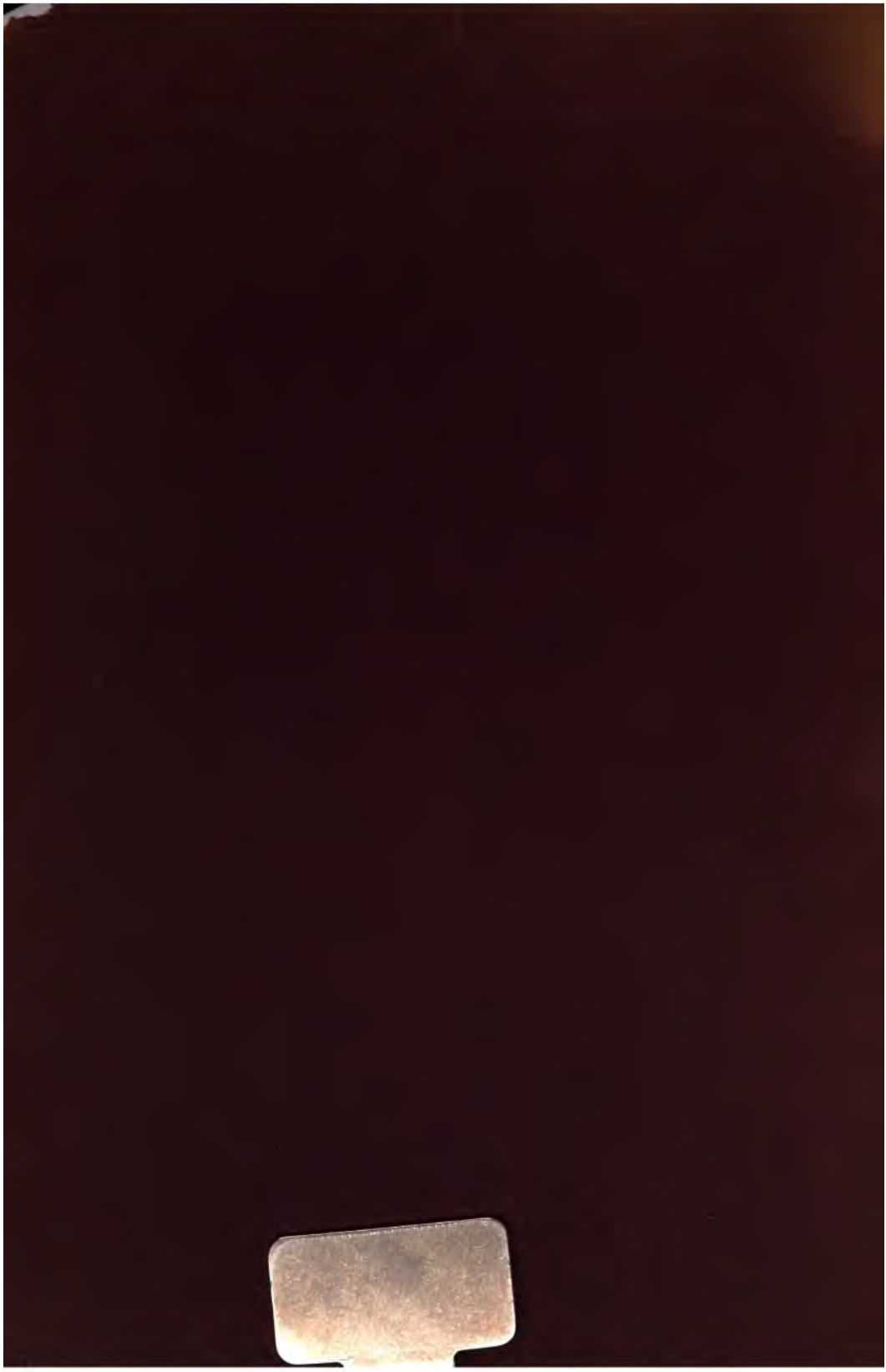
--OF--

Public Schools

--OF--

SIOUX CITY, IOWA.

1898

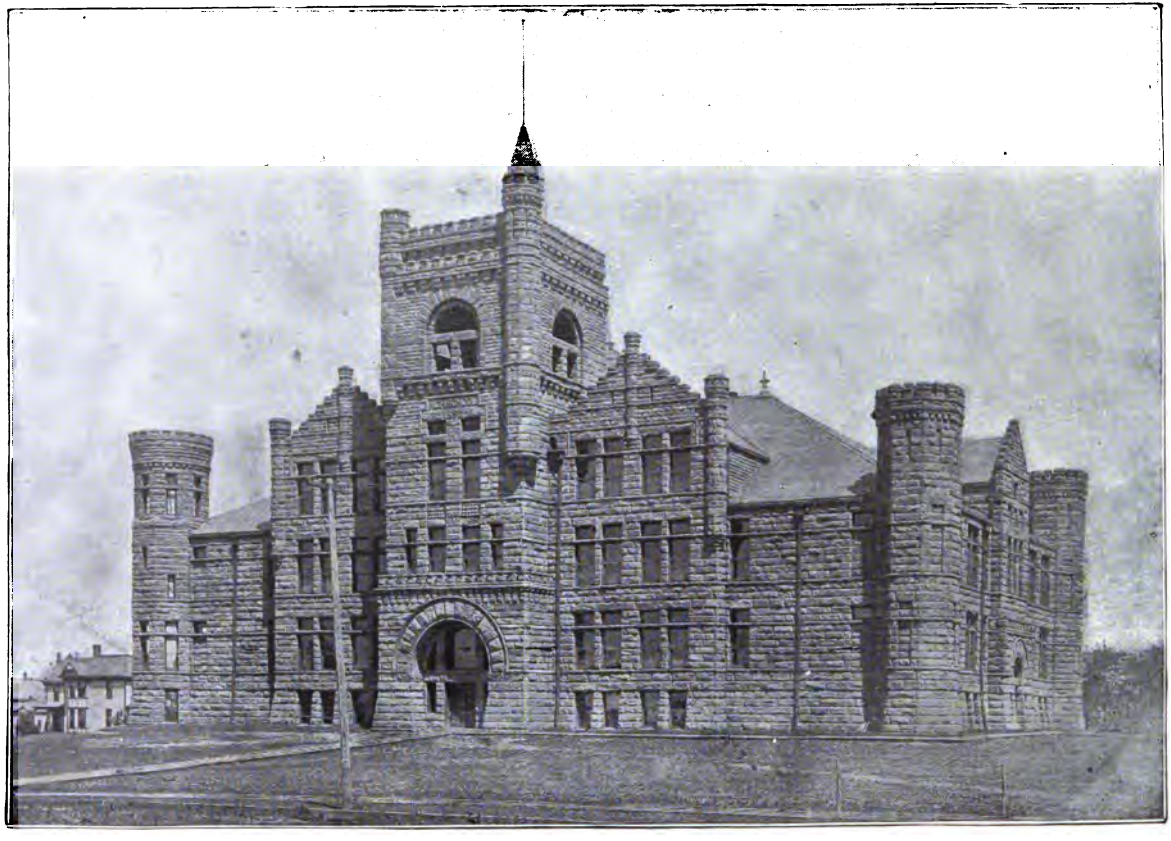


HIGH SCHOOL—Tw...
Seating Ca...

Public Schools

of Sioux City, Iowa,

1896-1898.



HIGH SCHOOL—Twelfth and Jackson Streets.
Seating Capacity—Assembly Room plan, 800, High School plan, 500.

Public Schools

of Sioux City, Iowa,

1896-1898.

School Calendar for 1898-1899.

FIRST SEMESTER.

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday
September	1	12	13	14	15	16
	2	19	20	21	22	23
	3	26	27	28	29	30
		Oct.				
	4	3	4	5	6	7
October	5	10	11	12	13	14
	6	17	18	19	20	21
	7	24	25	26	27	28
			Nov.			
	8	31	1	2	3	4
November	9	7	8	9	10	11
	10	14	15	16	17	18
	11	21	22	23	H	H
					Dec	
	12	28	29	30	1	2
December	13	5	6	7	8	9
	14	12	13	14	15	16
		Jan.				
	15	2	3	4	5	6
	16	9	10	11	12	13
January	17	16	17	18	19	20
	18	23	24	25	26	27

SECOND SEMESTER.

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday
		Jan.				
February	19	30	31	1	2	3
	20	6	7	8	9	10
February	21	13	14	15	16	17
	22	20	21	22	23	24
				Mar.		
	23	27	28	1	2	3
	24	6	7	8	9	10
March	25	13	14	15	16	17
	26	20	21	22	23	24
April	27	3	4	5	6	7
	28	10	11	12	13	14
April	29	17	18	19	20	21
	30	24	25	26	27	28
May	31	1	2	3	4	5
	32	8	9	10	11	12
May	33	15	16	17	18	19
	34	22	23	24	25	26
					June	
	35	29	H	31	1	2
	36	5	6	7	8	9

First Semester begins September 12, 1898, and ends January 27, 1899. The holiday vacation of two weeks begins December 17.

Second Semester begins January 30, 1899, and ends June 9, 1899. The spring vacation of one week begins March 25, 1899.

TEACHERS' MEETINGS.

High School teachers' meetings, first and third Mondays of each school month, at 2:45 p. m.

Principals' meetings, last Thursday of each school month, at 4:30 p. m.

General meetings, second Monday of each school month, at 4:30 p. m.

Grade meetings will be specially announced.

All teachers' meetings will be held in the High School Building. Twelfth and Jackson streets.

BOARD OF EDUCATION.

OFFICERS

President—E. D. WIGTON.

Secretary—R. M. DOTT.

Treasurer—E. C. PETERS.

Superintendent—H. E. KRATZ

MEMBERS.

E. D. WIGTON, 314 Toy Block, - - - - -	Term Expires	1899
F. C. HILLS, New Union Depot, - - - - -	" "	1899
JULIUS PAPPE, Corner Fourth and Pierce Streets.	" "	1900
MRS. VIOLA FOLLETT, 1309 Nebraska Street, -	" "	1900
E. H. BROWN, 413 Douglas Street, - - -	" "	1901
T. C. PRESCOTT, 1701 Rebecca Street, - -	" "	1901
W. E. TRUE, Corner Third and Water Streets,	" "	1901

COMMITTEES

Auditing—True, Prescott, Hills.

Finance—Pappe, Brown, Prescott.

Purchasing—Brown, Hills, Pappe.

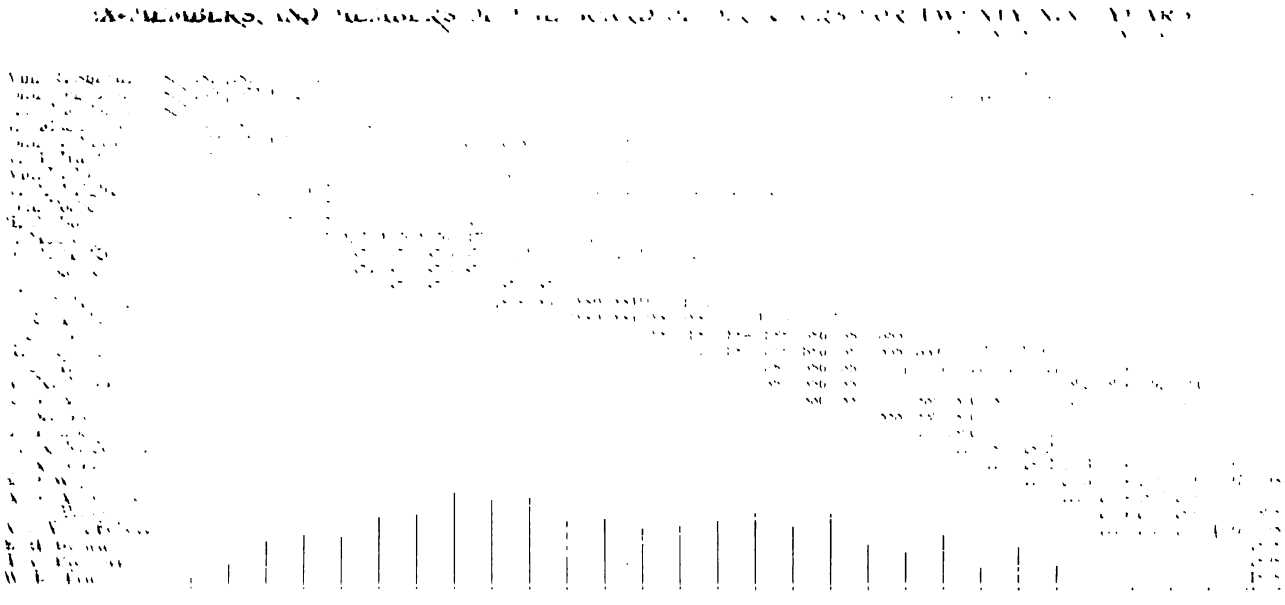
School House—Mrs. Follett, True.

Teachers—Mrs. Follett, Pappe, Prescott.

Board Rooms in High School Building, Twelfth and Jackson Streets.

Regular Meetings, First Monday Evening of Each Month.

School House Carpenter, O. Johnson.



LIST OF SUPERINTENDENTS.

STERNE ROGERS.....September, 1869, to September, 1876
ALLEN ARMSTRONG.....September, 1876, to December, 1888
MRS. H. K. DEL FOSSE.....December. 1888, to April, 1889
C. W. DEANE.....April, 1889, to November, 1891
H. E. KRATZ..... November, 1891, to ....

PRESIDENT'S REPORT.

In keeping with the usual custom I submit my annual report to the Board of Education, and in so doing it will be my aim to treat of the general condition of the schools of the Independent District of Sioux City, as well as to make such recommendations as may be beneficial.

FINANCIAL.—Attention is called to the comprehensive statements of the Secretary and Treasurer, together with the condition of the various funds and the itemized list of expenditures in the different departments and buildings as published in this catalogue. I believe a careful examination of these reports will satisfy the patrons of the schools that such care and economy had been exercised in the expenditures as was consistent with maintaining their efficiency and high standing. The total disbursements of the Board of Education for the last fiscal year have been considerably less than that of the preceding; in fact there has been a gradual and noted decrease in our annual expenses for the last five years. Our Secretary's report shows that the total expenditures for the fiscal year ending February, 1898, were $30,-784.00 less than that of the year 1895, regardless of the fact that the bonded indebtedness and interest accounts were the same. It is fair, however, to presume that no further reduction can be made without impairing the school work, and that the apparent increase in the number of pupils, demand for more teachers and rooms, will necessitate a gradual increase in our present expenditures.

HIGH SCHOOL.—The standard of the High School is evidenced by the fact that the education acquired is accredited by all the leading colleges and universities, and for this condition Principal W. H. Turnbull and his corps of assistants deserve commendation. During the past year the one session plan has been in practice and will no doubt be made permanent, as it seems to have given general satisfaction and certainly has many advantages over the double session system. Concerning the semi-annual promotions from the grades to the High School it fails to meet my approval for the reason that it tends to multiply classes in the High School, duplicates commencement exercises, and in the end will undoubtedly complicate systematic work.

GRADES.—Due to the effective work of the principals and teachers in the Grade Schools I am able to state with pleasure that knowledge is being imparted and discipline effused in an exceptionally satisfactory manner, both to the Board of Education and the patrons of the schools. Notwithstanding this condition I would respectfully recommend that different rules be promulgated for the instruction in penmanship and

oral spelling. Orthography and chirography are most essential elements in the education of an adult, and a thorough knowledge of the one, coupled with a meager comprehension of the other, invariably retards advancement and handicaps the student in later years. In making this suggestion I have in mind particularly the thought that oral spelling and enunciation have been somewhat neglected and sacrificed to written exercises.

AGE OF ADMISSION.—Contrary, in my opinion, to the best interests of the pupil, the Iowa school law prescribes that a child five years of age is entitled to attend school; and heretofore it has been the custom to allow children attaining that age before the expiration of the first Semester to enter the school at the beginning of the second. The Board recently by resolution abolished the custom of admitting such pupils at the beginning of the second Semester. In my opinion this rule has given general satisfaction, but should the Superintendent be authorized to use his discretion in the admission of pupils whose fifth birthday occurs soon after the commencement of the school year better results would follow.

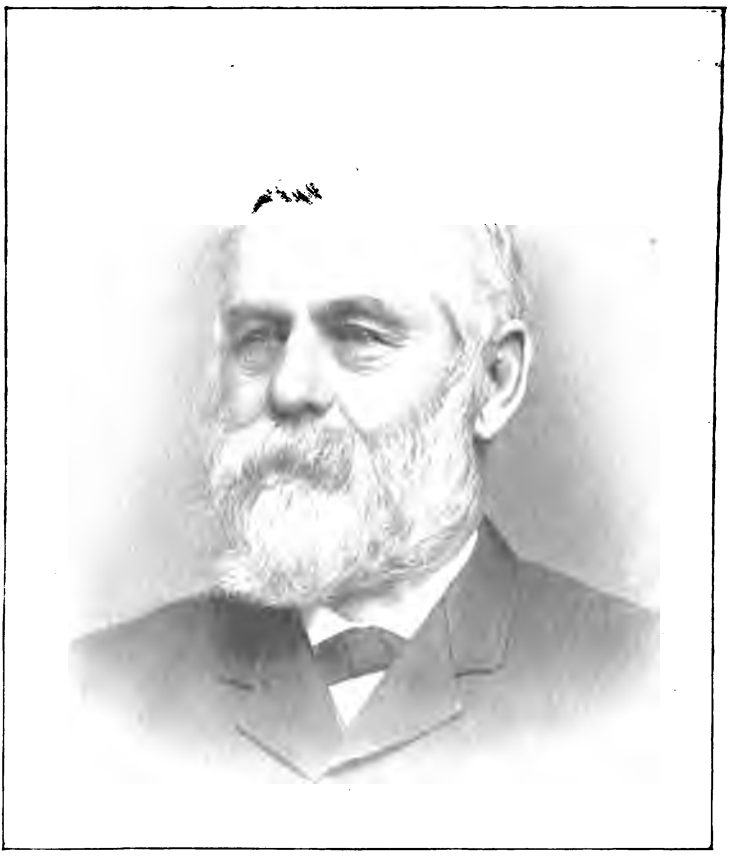
KINDERGARTEN.—The kindergarten was generally acknowledged the most practical branch of our public school system, but on account of the increased expense to the district its discontinuance was deemed necessary. I would, however, recommend that kindergartens be re-established in all of the principal buildings and that the first year's work of all beginning pupils be made to conform with this system as far as practical.

SANITARY CONDITION.—The sanitary condition of our schools is considered good; but many helpful suggestions to the Board, teachers and pupils could be obtained by occasional visits of local physicians to the various buildings. This matter has been discussed by the members of the medical profession of this city, and I would suggest that for the ensuing year the Board make some arrangement to this end. In other cities such a plan has been found practical and beneficial.

I desire to thank the individual members of the Board and Supt. H. E. Kratz for the courtesies extended to me and for the faithful performance of all their duties; also Secretary R. M. Dott, who has rendered me much aid and assistance.

Respectfully submitted,

E. D. WIGTON, President.



DR. WILLIAM R. SMITH,
Member of Board of Directors, 1869-71 and 1888-93.

1893-98

ent District of

pts and disburse-
g February 15th,

st report..$ 27,787.49
a since..... 16,477.58

$ 44,265.07

JD.

drawn..... $ 26,612.42
ce on hand..... 24,437.98

Other

$ 51,050.40

Of the above there are anding and not presented
for payment..... $ 80.51
Time orders not due..... 280.00

$ 360.51

TEACHERS' FUND.

Balance on hand last report	$ 43,264.07	Orders drawn	$ 77,213.13
Taxes received	$ 73,184.81	Balance on hand	49,922.30
Semi-annual apportionment	10,686.55		
	$127,135.43		$127,135.43

RECAPITULATION.

Total cash on hand last report	$ 44,003.70	Total expenditures	$120,303.13
Total receipts during year	127,502.72	Balance on hand	51,203.29
	$171,506.42		$171,506.42

Items of Expenditure.

Teachers' salaries	$ 77,213.13
Bonds and interest	16,477.58
Janitors	9,745.64
Fuel	7,423.24
Insurance	824.50
Books and stationery	104.10
Supplies	1,895.00
Salary of secretary and treasurer	400.00
Repairs	4,281.00
Rent	364.50
Printing and blanks	101.00
Transportation of scholars	713.76
Water rent and gas	444.13
Miscellaneous	315.55
	$120,303.13

Insurance Exhibit.

NAME OF SCHOOL	BUILDING FIRE AND L.	FURNITURE FIRE AND L.
Armstrong	$ 10,000	$ 1,000
Bancroft	10,000	1,000
Bryant	7,000	500
Cooper	10,000	500
Dwight	3,000	400
Emerson Heights	1,350	150
Everett	11,000	500
Glen Hill	500	100
Franklin	4,000	500
Hawthorne	10,000	1,000
High School	45,000	2,500
Hopkins	14,500	1,000
Hunt	1,400	100
Irving	8,000	1,000
Longfellow	12,000	1,000
Riverside	1,300	100
Mann	3,000	400
Springdale	700	100
Peabody	2,750	250
Spring Grove	600	50
Webster	10,000	1,000
Worcester	12,000	1,000
Lakeport	400	150
	$178,500	$14,300

Respectfully submitted,
R. M. DOTT, Secretary.

TREASURER'S REPORT.

To the Board of Education of the Independent District of Sioux City:

Gentlemen:

I have the honor to submit my report as Treasurer of the Independent District of Sioux City, showing the lists of property, and bonded and other indebtedness of the District.

LIST OF PROPERTY OWNED BY THE INDEPENDENT DISTRICT OF SIOUX CITY.

NAME OF BUILDING	MATERIAL	NO. OF ROOMS	LOCATION	NO. OF LOTS	VALUE
High School...	Stone	.....	Twelfth and Jackson...	12	$250,000
Armstrong....	Brick	9	Eighth and Pierce.....	3	50,00
Bancroft.....	"	11	Eleventh and Pearl....	4	50,000
Bryant.....	"	4	Thirtieth and Jennings	3	15,000
Cooper.....	"	5	Leech and Fairmount..	3	25,000
Dwight.....	Frame	6	Seventh and Wall.....	3	10,000
Everett.....	Brick	10	W. Third and Rebecca.	3	30,000
Franklin.....	"	4	Ninth and Plymouth...	3	12,000
Hawthorne...	"	8	Leeds	3	22,000
Hopkins..	"	12	W. Eighth and Panoah.	3	50,000
Irving.....	"	10	Eleventh and Jennings.	3	30,000
Longfellow....	"	8	Garretson Avenue.....	3	23,000
Mann.....	Frame	4	W. Third and Bluff....	3	10,000
Peabody.....	"	6	Third and Prospect....	3	10,000
Riverside.....	"	2	North Riverside.....	3	4,000
Webster.....	Brick	10	W. Fifth and Market...	3	40,000
Worcester.....	"	10	Wall and Dace.....	3	35,000
Emerson H'ts.	Frame	3	Highland Park.....	3	2,500
Glen Hill.....	"	1	Glen Hill Addition.....	3	2,000
Hunt....	"	2	Twentieth and Jennings	3	20,000
Lakeport.....	"	2	Maude and Lakeport...	3	4,000
Perry Valley..	"	1	.....	.....	500
Springdale....	"	2	Springdale.....	1	1,500
Spring Grove..	"	1	Spring Grove Addition.	3	2,200
.....	.....	.....	Cor. Eighth and Cook..	3	4,500
.....	.....	....	Schulein's Addition....	3	1,500

Total.....	$704,700
Value personal property.....	20,000
Total.....	$724,700

STATEMENT OF BONDED AND OTHER INDEBTEDNESS OF THE INDEPENDENT DISTRICT OF SIOUX CITY.

DATE	NO.	AMOUNT DOLLARS	NEW OR REFUNDED	BONDS DUE	BONDS PAYABLE	RATES INT.	WHEN PAYABLE	WHERE PAYABLE	REMARKS
July 1, 1889	1 to 85	$ 85,000	Refunded ..	July 1, 1899	After 5 years	4½	Jan. and July 1	4th Nat'l Bank, New York City	
July 1, 1889	86 to 120	35,000	New	July 1, 1899	At any time..	4½	Jan and July 1	4th Nat'l Bank, New York City	
Jan. 1, 1892	121 to 170	50,000	New	Jan. 1, 1902	At any time..	4½	Jan. and July 1	4th Nat'l Bank, New York City	
Jan. 1, 1892	171 to 175	5,000	Refunded ..	Jan. 1, 1902	After 5 years	4½	Jan. and July 1	4th Nat'l Bank, New York City	Debt of District Twp. S. C. assumed.
July 1, 1892	176 to 225	50,000	New	July 1, 1902	At any time..	4½	Jan. and July 1	4th Nat'l Bank, New York Cit	
July 1, 1892	226 to 232	7,000	Refunded ..	July 1, 1902	After 5 years	4½	Jan and July 1	4th Nat'l Bank, New York City	
April 2, 1894	233 to 282	50,000	New	April 2, 1904	At any time..	4½	Jan. and July 1	4th Nat'l Bank, New York City	
Mortgage ..	.....	60,000	.....	Jan. 1, 1897	.....	5	Given J. L.	Follet on High School Site...	
Total.....	.....	$342 000	.....	.....	.....	.....	.....	.....	.....

Respectfully Submitted,

E. C. PETERS, *Treasurer*.

EXPENDITURES BY BUILDINGS FROM JUNE 30, 1896, TO JULY 1, 1897.

	Books	Drayage and Freight	Fuel	Gas	Insurance	RENT			Repairs	Supplies	Trees	TOTAL
						Buildings	Towels	Water				
High School	$ 1 10	$1.93	$1,181 96	$84 75	$ 40 00	$.....	$.....	$144 64	$ 633 87	$ 436 04	$33.00	$ 2,557 29
Armstrong	.....	.....	414 53	1 05	.....	.....	4 85	33 00	61 53	4 50	.....	519 46
Bancroft	.....	.....	271 13	.....	.....	.....	.....	28 50	615 75	15 89	.....	931 27
Bryant	.....	.....	230 04	.....	56 00	.....	.....	15 00	25 58	14 55	.....	341 17
Cooper	.....	.....	347 43	.....	.....	.....	9 55	13 00	213 74	14 68	.....	598 40
Dwight	.....	.....	311 20	.....	.....	.....	3 95	19 50	2,201 30	24 86	.....	2,560 81
Everett	.....	.....	359 61	.....	.....	.....	10 95	33 75	92 73	12 97	.....	509 65
Franklin	.....	.....	122 36	.....	.....	.....	.....	.....	10 44	4 47	.....	137 27
Hawthorne	.....	.....	528 63	.....	115 47	.....	16 20	.....	35 50	6 15	.....	701 95
Hopkins	.....	.....	495 46	.....	200 00	.....	16 00	52 50	76 80	20 98	.....	861 74
Hunt	.....	.....	124 16	.....	.....	.....	.....	.....	5 00	.....	.....	129 16
Irving	.....	.....	288 60	.....	16 00	.....	10 25	30 00	16 78	9 40	.....	371 03
Longfellow	.....	2.00	544 43	.....	203 23	.....	.....	15 00	265 98	51 01	.....	1,081 65
Mann	.....	.....	229 90	.....	.....	.....	5 55	15 00	96 09	2 53	.....	349 07
Peabody	.....	.....	221 37	.....	.....	.....	5 50	60 08	.....	50	.....	287 45
Riverside	.....	.....	76 17	.....	28 00	.....	.....	.....	34 96	1 25	.....	140 38
Smith's Villa	.....	.....	75 94	.....	.....	240 00	.....	.....	.....	.....	.....	315 94
Webster	.....	.....	455 61	.....	32 00	.....	10 80	33 00	55 64	3 35	.....	589 90
Worcester	.....	.....	466 03	.....	96 00	.....	10 80	33 75	261 10	10 53	.....	878 21
Glen Hill	.....	.....	45 96	.....	.....	.....	.....	.....	1 00	1 62	.....	48 58
Lakeport	.....	.....	44 80	.....	.....	.....	.....	.....	19 10	1 50	.....	65 40
Logan Park	.....	.....	25 04	.....	.....	.....	.....	.....	6 25	3 10	.....	34 39
Pixley Park	.....	.....	19 97	.....	.....	.....	.....	.....	.....	3 65	.....	23 62
Springdale	.....	.....	45 35	.....	16 00	.....	.....	.....	2 05	21 99	.....	85 39
Spring Grove	.....	.....	30 43	.....	.....	.....	.....	.....	4 20	.....	.....	34 63
General	167 66	2 25	1 50	.....	.....	212 00	.....	.....	964 60	1,568 03	.....	2,916 04
Total	$168 76	$6 18	$6,957 61	$85 80	$802 70	$452 00	$103 90	$526 72	$5,699 63	$2,233 55	$33.00	$17,069 85

EXPENDITURES BY BUILDINGS FROM JUNE 30, 1897 TO JULY 1, 1898.

	Architect	Books	Drayage	Fuel	Gas	Insurance	Moving	RENT			Repairs	Supplies	TOTAL
								Buildings	Towels	Water			
High School				$ 1,148 44	$68 30					$ 130 50	$ 59 87	$ 342 63	$ 1,749 74
Armstrong	$33 27	$ 1 45		444 39	1 84	$ 39 00			$ 3 40	27 95	909 51	33 73	1,494 54
Bancroft				346 89		143 00				19 00	76 22	7 45	592 56
Bryant				260 40		65 00				10 00	17 25	6 10	358 75
Cooper				279 50		139 50			5 05	13 00	70 36	12 36	519 77
Dwight				273 00					3 00	13 00	40 10	27 99	357 09
Everett			$ 1 25	388 08		149 50			5 00	22 50	125 97	23 21	715 51
Franklin				177 64							41 24	38	219 26
Hawthorne				518 38		13 00			4 35		92 65	7 43	635 81
Hopkins				469 25		39 00			7 90	35 00	132 75	28 81	712 71
Hunt				80 35		30 00					1 70	55	112 60
Irving	33 28			353 09		39 00			6 25	27 21	732 50	33 23	1,224 56
Longfellow				443 08		13 00				15 00	31 34	55 52	557 94
Mann				164 56					4 60	10 00	280 88	2 53	462 57
Peabody				239 35					4 95		95 92	17 05	357 27
Riverside				80 40							4 90	1 20	86 50
Smith's Villa				52 70				$ 150 00			25	1 60	204 55
Webster				519 89					6 15	22 00	30 06	36 88	614 98
Worcester				457 45		91 00			5 45	22 50	314 23	26 34	916 97
Emerson Heights						27 00							27 00
Glen Hill				51 05							66 45	1 96	119 46
Lakeport				39 75								20 00	59 75
Logan Park				38 40			$25 00	22 50			104 24	7 88	198 02
Springdale				42 20								2 98	45 18
Spring Grove						13 00							13 00
General		110 80	1 80								910 90	1,010 77	2,034 27
Total	$66 55	$ 112 25	$ 3 05	$ 6,868 24	$70 14	$ 801 00	$25 00	$ 172 50	$ 56 10	$ 367 66	$ 4,139 29	$ 1,708 58	$ 14,300 30

EXPENDITURES NOT INCLUDED UNDER BUILDINGS.

	FROM JUNE 30, 1896, TO JULY 1, 1897	FROM JUNE 30, 1897, TO JULY 1, 1898
Attorney's fees	$	$ 60 00
Commencement	60 87	70 56
Interest	18,232 44	15,727 58
Janitors' pay roll	10,437 50	9,255 97
Miscellaneous	447 55	233 00
Printing	494 95	71 50
Secretary's salary	400 00	400 00
Teachers' pay roll	84,418 99	71,590 80
Transportation	1,026 33	639 91
Total	$115,518 63	$ 98,049 32
By buildings	17,069 85	14,390 36
Total	$132,588 48	$112,439 68

SUMMARY OF SUPPLIES USED BY BUILDINGS 1896-7.

	Brooms	Brushes	Boxes of Crayon	Packages of Drawing Paper	Dozens of Drawing Pencils	Dusters	Dozens of Erasers	Gallons of Ink	Dozens of Lead Pencils	Reams of Legal Cap	Boxes of Pens	Dozens of Penholders	Pounds of Print Paper	Packages of Ruled Paper	Boxes of Slate Pencils	Sheets of Sand Paper
Armstrong	2	5	20	4 L	48	2	3	4	24	6½	27	7	208	8	15	.....
Bancroft	3	4	26	40	12	3	3	6	36	2	11	8½	270	11	24	.....
Bryant and Hunt	7	3	24	30	12	3	2	½	52	½	5	2½	149	8	10	6
Cooper	2	3	23	6 L 11 S	24	2	4	3	12	4½	4	6	75	9	24	.....
Dwight and Peabody	4	4	30	8 L	13	5	12	4½	60	1½	5	.....	158	19	54	12
Everett	2	3	50	12 L	24	4	8	2	36	3½	12	.....	333	9	40	12
Franklin	3	1	14	5L	8	2	2	4	12	½	9	1	135	3	12	6
Hawthorne	4	2	15	38	.....	2	2	1	24	2	.....	.....	192	12	18	.....
High School	12	5	22	9	2½	6	6⅝	6	12	6½	15	21 5/12	447	.....	.....	.....
Hopkins	5	4	48	26 L 2 S	30	6	9	5	40	7	2	6	325	14	50	.....
Irving	3	4	24	3 L 40 S	19	5	3	4	48	1	8	.....	205	17	24	24
Longfellow and Lakeport	3	2	30	9 L	12½	2	9	2	60	1½	10	4½	165	18	30	12
Mann	1	1	12	1 L	15	1	2	1	12	.....	1	2	90	3	16	.....
Riverside	3	1	6	6	2	1	.....	1	12	.....	.....	½	35	6	8	.....
Webster	4	7	47	40	20	6	9	7	36	2½	13	18	465	8	32	.....
Worcester	4	1	46	40 S 1 L	30	3	5	5	48	2	19	12	218	12	62	.....
Glen Hill	1	.....	3	.....	.....	1	⅝	.....	3	.....	.....	1	23	.....	1	.....
Lakeport	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan Park	1	.....	2	2	1½	.....	¼	¼	4	¼	1	1½	15	2	1	.....
Pixley Park	1	.....	5	.....	.....	.....	1¼	.....	6	¼	2	1	29	4	1	.....
Smith's Villa	2	.....	3	8	.....	.....	1	.....	12	.....	.....	.....	15	5	1	.....
Springdale	.....	.....	2	.....	.....	.....	½	.....	6	.....	.....	1	5	1	1	..
Spring Grove	.....	.....	2	.....	.....	.....	7/12	.....	2	.....	.....	⅔	.....	1	3	.....
Total	67	50	454	75 L 266 S	275½	54	83½	56½	557	41½	165	21 5/12	3,557	170	417	72

SUMMARY OF SUPPLIES USED BY BUILDINGS, 1897-1898.

	Brooms	Brushes	Boxes of Crayon	Packages of Drawing Paper	Dozens of Drawing Pencils	Dusters	Dozens of Erasers	Gallons of Ink	Dozens of Lead Pencils	Reams of Legal Cap	Boxes of Pens	Dozens of Penholders	Pounds of Print Paper	Packages of Ruled Paper	Sheets of Sand Paper	Boxes of Slate Pencils
Armstrong	6	4	31	6	6	4	8	10	36	6	2	15	269	37	48	13
Bancroft	2	3	25	4	4	4	2	3	24	2	12	.....	300	5	.....	25
Bryant and Hunt	3	5	14	3	.....	5	5	2	48	¾	5	.....	152	10	24	.....
Cooper	2	3	21	3	.....	4	4	1½	24	2	5	.....	128	2	12	23
Dwight	2	2	12	2	.....	2	6	1⅛	12	½	3	.....	130	14	12	20
Everett	4	3	36	3	.....	3	6	4	48	2¼	5	.....	305	28	12	34
Franklin	3	2	16	3	12	2	4	2	17	1	4	.....	115	13	12	4
Hawthorne	6	4	26	5	.....	2	5	2	12	1	7	.....	185	6	.....	12
High School	5	3	22	3	5	5	2½	5	12	6¼	13	5	413	.....	.....	.....
Hopkins	6	5	54	21	18	6	12	10	24	4	17	12	767	61	24	50
Irving	4	5	20	10	.....	6	3	4	48	2	6	6	175	51	24	25
Longfellow and Lakeport	4	5	37	12	.....	3	7	2	36	2½	13	4	200	25	.....	10
Mann	1	1	12	3	.....	....	4	2	12	.....	2	2	65	7	12	10
Peabody	2	3	12	1	.....	3	6	1	36	½	1	.....	75	17	12	18
Riverside	1	1	6	4	3	1	2	1	22	⅛	1	½	75	9	12	6
Smith's Villa	2	1	.....	.....	....	1	.....	....	.....	¼	.....	.....	10	1	.....	.....
Webster	16	4	50	1	.....	7	2	8	24	3	9	6	375	15	48	50
Worcester	3	7	25	6	.....	10	9	9	60	2	18	12	305	31	120	53
Glen Hill	....	....	6	1	.....	....	.....	....	22	.....	1	1	35	.....	.....	.....
Logan Park	....	....	9	¼	.....	1	2½	¼	18	⅛	1	½	42	12	.....	2
Springdale	2	1	2	.....	.....	1	1	....	47	1¼	2	1	35	9	.....	3
Total	74	62	436	91¼	48	70	91	67⅞	582	38	150	65	4156	353	372	358

SUPERINTENDENT'S REPORT.

To the Honorable Board of Directors of the Independent District of Sioux City Gentlemen:

In accordance with the rules prescribing my duties, I have the honor to submit to you the consolidated report for the two years ending June 16, 1898.

GENERAL STATISTICS.

Population of the city, 40,000.

	1897	1898
Number of children between 5 and 21 years of age	11,249	11,2[illegible]
Number of children in parochial and private schools, estimated	800	[illegible]
Number of children in public schools, including transfers	6,687	6,92[illegible]

SCHOOL BUILDINGS.

	1897	1898
Number of public school buildings in use	25	23
Number of school rooms in use	150	148
Number of sittings for pupils	6,032	6,008

TEACHERS.

	1897			1898		
	LADIES	GENTLEMEN	TOTAL	LADIES	GENTLEMEN	TOTAL
No. supervisors	2	....	2	.....	1	1
No. teachers in High School	10	4	14	9	5	14
No. teachers in Grammar Grades	42	3	45	37	3	40
No. teachers in Primary Grades	89	1	90	83	1	84
No. teachers in Normal School	6	.....	6	.....	.....	.....
Total	149	8	157	129	10	139
Deduct repetitions	6	....	6	.....	.....	.....
Total	143	8	151	129	10	139

PUPILS.

	1897			1898		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Whole No. pupils, including transfers	3316	3371	6687	3501	3424	6925
Average monthly enrollment	2436	2496	4932	2559	2557	5116
Average daily attendance	2159	2217	4376	2335	2322	4657
Per cent. of attendance	95.5	95.3	95.4	96.3	96.1	96.2

COMPARATIVE STATISTICS.

	1885	1891	1892	1893	1894	1895	1896	1897	1898
No. of buildings in use	10	25	31	32	31	27	24	25	23
No. of school rooms in use	32	97	130	142	144	150	150	150	148
No. of teachers employed	50	115	138	141	146	152	150	151	139
No. of pupils enrolled	2549	5246	5758	5823	5963	6323	6874	6687	6925
Average monthly enrollment	2039	4146	4235	4232	4377	4676	4974	4932	5116
Average daily attendance		3484	3637	3626	3992	4244	4500	4376	4657
Per cent. of attendance	92	52	93.4	93.2	94.9	95 9	96 3	95.4	96 2

ATTENDANCE.

The statistics of school attendance in a city are usually watched with much interest because they indicate the appreciation in which the schools are held by the people, and also indicate whether the city's population is increasing or decreasing. It is a matter for congratulation along both these lines that the total enrollment for 1897-8 exceeded that of 1896-7 by 238, and that the average daily attendance for the same periods was increased this year by 281 pupils. The total enrollment is 51 greater, and the average daily attendance 157 greater than at any other period in the history of the schools. In this connection it should also be recalled that no beginning class of primary pupils was admitted at the mid-year as usual, and that had such class been admitted we would have had the usual increase of 120 pupils or more to add to our attendance. If this mid-year class had been admitted, it is safe to say we would have enrolled nearly 400 pupils more this year than last year. Sioux City is evidently alive and growing.

CONSOLIDATION OF SCHOOLS.

But few of our citizens appreciate fully the difficulties which confront the Board of Education in their attempts to furnish excellent school accommodations to all the widely scattered residents of this city of "magnificent distances." When it is recalled that New York City, with its nearly two million inhabitants, covers less territory than Sioux

City, some idea may be formed of the difficulties to be overcome in providing school accommodations which will be within easy reach of all our school children. It must be evident to every thoughtful person that some pupils, especially in thinly settled portions of our city, must be required to go long distances no matter what plan be adopted.

A year ago the Board of Education, recognizing, as all our citizens did, the need of retrenchment, outlined a plan of consolidation which unavoidably compelled some of the pupils in higher grades to go long distances to school, and crowded some of the school rooms to their utmost capacity. Although everybody recognized the need for retrenchment and favored it, there were some indications, at first, in putting the plan of consolidation into operation, that a few had in mind that kind of retrenchment which was to be practiced on "the other fellow." Let it be said, however, as a matter of justice that, as soon as the situation was fully understood, patrons all over the city cooperated cheerfully and heartily in the plan, and thus assisted in the realization of retrenchment without appreciably impairing the efficiency of the schools.

TRANSPORTATION OF SCHOOL CHILDREN.

The Board of Education, because of the vast territory in the city limits, and the necessity of providing proper accommodations for pupils widely separated, inaugurated five years ago the policy of transporting the school children of thinly settled suburban districts to the larger buildings more centrally located where they could be better classified, and better instructed and at much less expense.

This policy, although begun without precedent or law to support or justify it, so commended itself because it so clearly evidenced that it was in the interests of efficiency and economy, that it received the hearty approval of our citizens. Later, its good results became known outside the city and contributed, in a large degree, to the enactment of a law, a year ago, legalizing throughout the state the transportation of school children.

The latter part of Sec. 2774 of the School Laws of Iowa reads as follows: "And when there will be a saving of expense, and children will also thereby secure increased advantages, it may arrange with any person outside the Board for the transportation of any child to and from school in the same or another corporation, and such expenses shall be paid from the contingent fund."

Dr. W. T. Harris, our National Commissioner of Education, wrote that we ought to congratulate ourselves in Iowa in getting such a feature in our laws. It is safe to say that no other school legislation of equal importance has recently been enacted.

The Sioux City Board of Education is to be congratulated that,

under its wise management, an experiment has been carried on in Sioux City by which the schools of the entire state will be greatly profited.

NORMAL TRAINING SCHOOL.

A year ago, under the retrenchment plan, our Normal Training School was temporarily discontinued, not, as I understand, because its usefulness was in question, but because under the consolidation plan a sufficient supply of teachers was provided for the near future and the little extra expense which the school incurred could be economized. It is not necessary to enter into any discussion as to its advantages. Its seven years of existence amply demonstrated its usefulness and rendered further evidence or argument unnecessary.

That it should be re-established, at as early a day as possible, is scarcely open to question. One of the chief reasons is that it provides a channel through which our High School graduates, who possess natural abilities for teaching, may equip themselves for the teaching profession. That such a channel should be open to these graduates needs no argument. Unless our Normal Training School be re-established they must spend a year or two away from home in some other normal training school. Some advantages may be claimed for such a course, but what about some of the most talented young lady graduates, whose financial resources are too meager to carry them through such a course? Should not a way be provided so that they can equip themselves for the profession of teaching? Would not Sioux City receive good returns in strong teaching from this class?

Some one suggests "Why not introduce the cadetting system?" Because teaching is a profession, not a vocation. It has its theory as well as its practice, its professional literature as well as its school room work. The serious objection to the cadetting system lies in the fact that it exalts practice to the serious neglect of theory. It is likely to produce educational quacks instead of intelligent, broad minded teachers. No adequate provision is made for the mastery of the theory of teaching without practically following the plan of the normal training school.

Shall we admit as teachers, graduates from the High School without requiring a course of professional training? Most emphatically and unequivocally, no, if the schools are to maintain their present degree of efficiency. Such action would set aside the professional requirements which the Board of Education adopted under a former superintendent's regime, which adoption, it should be stated, contributed not a little to the securing of the present excellent corps of teachers. To admit High School graduates as teachers, without a course of pro-

causes which would seriously reflect on them or their management. Such causes as poor teaching, arrested development, lack of home training, etc., would not be made prominent, but there would still remain other causes which, it was believed, could be studied with profit, and remedies sought.

Out of the 4,592 pupils canvassed, 1,605 were found who had been retarded one year or more, or in other words, nearly 35 per cent. of all the pupils were, according to the crude standard, retarded.

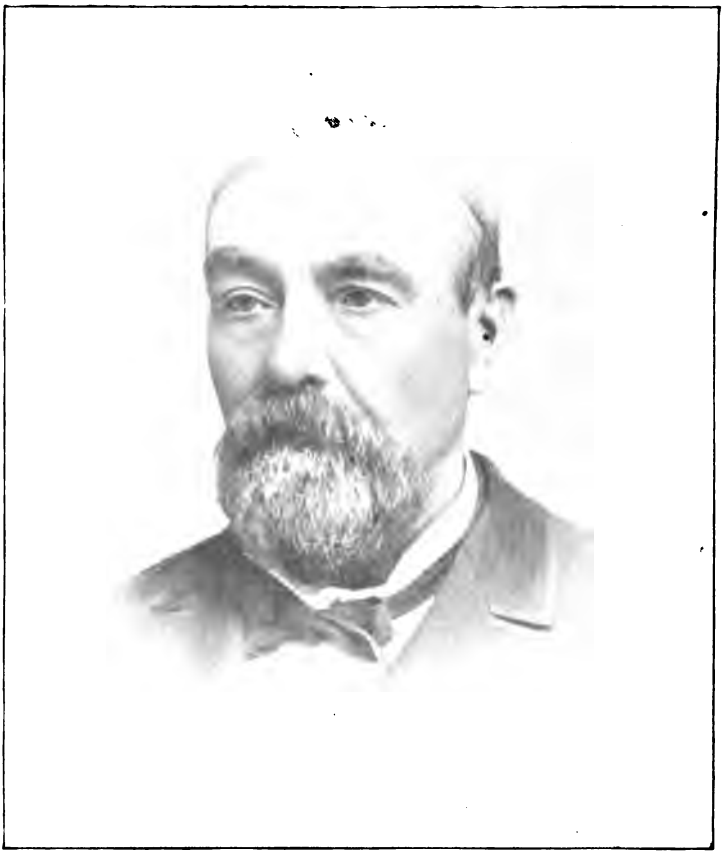
The following table summarizes the causes as reported:

CAUSES OF RETARDATION OF PUPILS, DECEMBER, 1897.

GRADES		8th	7th	6th	5th	4th	3rd	2nd	1st	Pre.	TOTAL	
No. pupils canvassed		207	312	384	494	636	607	599	691	657	4592	....
Entered late	No.	31	43	51	59	61	47	66	78	43	479	....
	*Per cent.	28	34	26	24	22	24	32	40	67	....	29.8
Poor health	No.	15	20	33	39	41	26	24	28	9	245	....
	Per cent.	14	16	16	16	15	13	12	20	14	....	15.3
Attended other schools	No.	23	20	34	40	38	22	18	19	1	215	....
	Per cent.	20	16	17	16	14	11	9	10	1	....	13.4
Mental deficiency	No.	6	13	21	19	32	42	26	18	....	177	....
	Per cent.	5	10	11	8	12	22	13	9	....	....	11.0
No cause given	No.	9	6	20	49	42	10	10	4	1	151	....
	Per cent.	8	5	10	20	15	5	5	2	2	....	9.4
Irregular attendance	No.	20	12	19	11	26	21	21	15	5	150	....
	Per cent.	18	9	9	4	10	10	10	8	8	....	9.3
Lack of application	No.	3	9	11	18	15	8	22	3	....	89	....
	Per cent.	3	7	6	7	5	4	11	2	....	....	5.5
Foreigners	No.	....	....	1	4	7	5	5	9	4	35	....
	Per cent.	....	....	1	2	2	3	2	4	6	....	2.2
Defective sight	No.	1	....	2	2	4	3	5	5	....	22	....
	Per cent.	1	....	1	1	1	2	2	2	....	....	1.4
Kept out to work	No.	1	3	....	....	1	6	3	....	....	14	....
	Per cent.	1	2	....	....	1	3	1	....	....	....	.9
Defective hearing	No.	1	....	1	2	3	1	3	2	....	13	....
	Per cent.	1	....	1	1	1	1	1	1	....	....	.8
Poverty	No.	....	1	1	1	1	....	....	1	1	6	....
	Per cent.	....	1	1	1	1	....	....	1	2	....	.4
Advanced too rapidly	No.	....	....	1	2	1	1	1	....	....	6	....
	Per cent.	....	....	1	1	1	1	1	....	....	....	.4
Lack of home training	No.	....	....	....	....	....	2	....	1	....	3	....
	Per cent.	....	....	....	....	....	1	....	1	....	....	.2
Total No. retarded		110	127	195	246	272	194	204	193	64	1605	35.0

*Per cent. based on number of pupils retarded; i.e., 28 per cent. of the pupils retarded entered late.

In studying the foregoing table, it excites some surprise, at first, that "Entered late" should be given as the most prominent cause of retardation. Observation teaches that the normal pupil, entering at six where pupils are admitted at five, if given the opportunity, will



CAPT. M. O'CONNOR,
Member of Board of Directors, 1884-1892.

distance his less mature classmates and reach the High School at nearly the same age as those started at five. If, however, a pupil is very much delayed in entering school, he cannot be expected to recover all that he has lost, and it is a fair presumption that some of these very much delayed cases originally started to school in the country where distance and other causes were operative.

The large per cent. of retardation attributed to "Poor health" suggests the question, Ought there not to be a medical inspector of schools connected with every school system? As a matter of economy of the time of our pupils and teachers, saying nothing about the decrease in suffering, would it not prove a wise provision? The best resources of a city are found in the strong muscle and clear brain of its citizens, and what foster these, directly ministers to the city's best interests. With such an inspection better sanitary conditions could be attained, contagious diseases could be better guarded against, and in many ways the health of the children conserved.

Parents are not generally aware of the loss which usually attends a change in schools, neither do they fully appreciate the serious harm which results both to the pupil and to the school from irregular attendance. In the closer union of home and school through mothers' and parents' meetings, and a better understanding of conditions which contribute to a pupil's progress, lies the hope of much improvement in our school work.

Space will not permit further discussion of these causes of retardation than to state that this investigation has already suggested some means of improvement and has disclosed among other matters, that primary teachers are sometimes unwittingly led into doing beginning primary pupils an injustice in this manner. Quite early in the school year a separation is made between strong and weak pupils, and then, overlooking or forgetting the fact that pupils who at first are slow, sometimes rapidly develop a few months later, fail to reclassify and put forward from the weak or slow class into the strong. This investigation has put primary teachers more keenly on the alert to discover such signs of more rapid progress in the weak division, and to plan for more frequent reclassifications.

CLASS INTERVALS.

One of the live topics at recent educational meetings has been that of class intervals. Strange to say it has been a topic under discussion more or less for years. Dr. Harris, our National Commissioner of Education, when Superintendent of the St. Louis schools, about twenty-five years ago, began experiments looking to the establishment of shorter class intervals than a year. The year had been generally accepted and adopted as the right interval up to that time, but Dr.

Harris, recognizing the serious evils that it entailed, introduced a ten weeks, or one-fourth year, interval.

The chief objections urged against the year interval were: It does not provide for frequent reclassification or adjustment of pupils, which is so necessary because the maturer and brighter children should not be held back for the younger and duller children. When bright pupils are kept back for dull ones, they acquire loose, careless habits of study, and when slower pupils are strained to keep pace with brighter ones, they become discouraged and demoralized.

Frequent reclassification is also necessary because some pupils from sickness, or other necessity cannot attend regularly. If the year interval obtains, pupils who can only attend during the winter months, cannot well be advanced into a higher grade, because the classes during those winter months are always pursuing the same subjects, and they have no opportunity of studying in class the work that precedes or follows the winter months.

Classification can never be absolute. Because of the varying paces of pupils, just as soon as a fair classification is reached, the element of disorganization sets in and ere long reclassifications or special promotions are necessary.

At the last meeting of the National Department of Superintendence held in Chattanooga the question of shorter class intervals than a year proved one of the most interesting topics discussed before that body. Supt. Shearer, of Elizabeth, N. J., evidently labored under a serious misapprehension as to the number of schools throughout the country that had adopted less than a class interval of a year. In response to my inquiry as to the number of schools in Iowa that had an interval of a half year or less, he mentioned fourteen. Satisfied that he was misinformed, upon my return home, I sent out an inquiry to each of the fifty largest schools of Iowa, and learned that 44 out of the 50 had an interval between classes of a half year or less.

It was in evidence at the Chattanooga meeting that practically all the progressive schools of the country had, in some form or other, the half year, or shorter interval, between classes.

It is generally admitted that the half year interval is an excellent plan for the grades below the high school, but some hesitate to carry it into the high school, thinking that it increases the teaching force there, and therefore proves too expensive.

Permit me to call attention to some facts and figures drawn from our own schools, which are based on the assumption that the half year system, in cities of the size of Sioux City, should be discussed with reference to its advantages or disadvantages when applied to both the grades and high school. Serious objections can be raised to its

introduction into the grades without continuing it throughout the high school, such as holding back senior eighth grades a half year, or hastening the pace of junior eighth grades so that they may overtake those of the senior eighth grades, and thus form but one class for entrance each year into the high school.

The half year interval was introduced here into first and second grades over seven years ago, and is now operative throughout the grades and high school. Even a hasty examination discloses that economy, not only in time of pupils, but also in number of teachers has been secured.

Our records disclose that with half year intervals our regular promotions the first semester of this year averaged 87.6 per cent. of all the pupils, after deducting the number transferred and dropped; or, to put the matter in figures, out of 5,274 pupils enrolled, after deducting 586, the number transferred or dropped, 4,106 were regularly promoted at the mid year. This left 582 pupils who were not promoted, or an average of 12.4 per cent. As far as my information goes, this is about the usual per cent. not promoted in the various schools of the country.

Under the half year interval, these were dropped back only a half year. Had the year interval been in force these would have been dropped back an entire year, a half year farther down in the grades, which would have entailed the additional loss in pupils' time of 582 half years, or 291 pupils a year each. To retard 291 pupils a year each in a school system the size of our own, is proof abundant that the year interval should not be tolerated, that its continuance is such a gross injustice to the children that it ought to be characterized as a crime.

But even upon the low plane of economy in the number of teachers, can it be urged that the half year interval should obtain? Those 291 pupils retarded a year each, are forced back in the grades, and overcrowd the lower rooms to that extent. If those lower rooms were properly filled before this demotion occurred, they must now be overcrowded. Those 291 retarded pupils require seven additional teachers, estimating 40 pupils to a teacher.

It must not be argued that these 291 pupils can be fitted in somewhere without increasing the teaching force. It cannot be accomplished without such overcrowding as will result in serious injustice to the pupils in those lower rooms, and in greatly impairing the efficiency of the work done. Neither can it be urged that such retardation will lessen the teaching force in the higher grades, because these grades must be provided whether one-eighth of the pupils be held back or not, and because such retardation must lengthen out the time that such pupils remain in school. To pass them on more rapidly through the course is to lessen the number of pupils in the schools at any one

time. To hold them back is to increase the number of pupils in the schools at any one time.

It may be admitted that more pupils will become discouraged and drop out of school if demoted one year, than if demoted a half year, and thus the attendance will not be so much increased after all under the half year interval, but such an argument would be vicious. Provide schools for the education of the children, and then so conduct them as to demoralize, discourage and drive the children out of school? That would be monstrous. No one wishes to advocate such action as that; so, it is fair to conclude that the half year interval saves the salaries of seven teachers whose services would be needed were we operating under the year interval.

But still another advantage from the economical standpoint is realized. It is fair to assume that the special promotions possible under the half year interval are at least four times as large as under the year interval; or, to state it differently, it will prove four times as difficult for a pupil to cover, outside of school or otherwise, a year's limit of school work as a half year's limit.

Our special promotions amounted in the first six months of the present school year to 196 pupils. At the present rate of progress, we shall reach, at least, one-third more pupils, or a total of 261 pupils, or about 6 per cent. Deduct one-fourth of these for special promotions under the yearly plan, and there would be 116 pupils whose time had been economized one-half year under the half year interval, or 58 pupils whose time had each been economized a year. These added to the 291 pupils, who each saved a year under the regular demotions, give a total of 349 pupils whose time was economized a year each. This economy in the time of pupils has in all probability saved the employment of eight additional teachers the present school year. If even it should be found necessary to increase the teaching force in the high school by one teacher, in order that the half year interval be made operative throughout the entire school system, would it not still be in the interests of economy to employ one or even two, additional teachers in the high school when by such action the salaries of seven or eight teachers could thereby be economized in the grades without impairing the efficiency of the grade work? These are only a few of the many considerations which might be presented in favor of the half year interval as now utilized in our schools.

RATIONAL CORRELATION.

While it must be admitted that at present there is not so much of noisy discussion heard concerning rational correlation, yet it is quietly and surely strengthening and vitalizing instruction, and will continue to increase the efficiency of school work.

I believe that rational correlation is a broad enough expression to include in it apperception. The process of apperception is the old process of assimilating, i. e., bringing the ideas aroused by the thing perceived alongside of similar ideas already in the mind. Thus the new ideas are not only classified and placed in right relations with the old, but the old ideas themselves are to some extent modified. Here is the beginning of the unifying of knowledge which in its higher forms is commonly called correlation.

Some one has said that human life is a succession of hard facts and life's chief business is to know and master these facts. This misconception still exercises harmful influence in the education of our youth, because it continues to place emphasis on the acquisition of the fact, when the emphasis should be placed on its relations to other facts.

The chief significance of a fact does not lie in the fact itself, but in its relation to other facts. An isolated fact, if such a thing could be grasped, would possess no value whatever. It becomes vitalized, valuable only as we grasp its significant relations. Education, the preparation for complete living, is very largely the process of apprehending, comprehending relations.

Take the child at birth. Note his condition. Thrust into a busy world filled with strange sights and sounds, he must slowly and painfully begin the stupendous task of understanding his surroundings, of bringing order out of babel. He can only do it by assimilating, i. e., bringing similar qualities, properties alongside of each other, forming simple apperceiving centers, classifying, interpreting, correlating, organizing, unifying these numberless sights and sounds. And this dealing with relations, this assimilating, this apperceiving, this interpreting, this classifying, this correlating, this organizing, this unifying the accumulations of knowledge, must be continued in higher forms all through life, if he is to become a cultured man.

Correlation is therefore a necessary attitude of mind and every effort should be directed towards making it habitual, both through the arrangement of the curriculum and in the method of instruction.

Rational correlation will greatly aid in the development of right character.

We hold that the central aim of education should be character building. Correlation contributes powerfully to the successful realization of strong character. Right conduct is largely the result of right thinking, and vice versa. Inconsistency of thought leads to inconsistency of action. But it must be said that many sincere people lack consistency because they have not sufficient breadth of comprehension. They fail to see that their attitude on the rights of labor is not in harmony with their attitude on the rights of capital. The principal diffi-

culty is not that they intend to juggle with facts, not that they wish to be inconsistent, but that they have not been trained to see facts in their true, significant relations, have not been trained to correlate, harmonize, unify one fact with another.

Consistency is a fundamental principle in the formation of right character. To train our pupils into habits of rational correlation, and thus give them power to see things, facts in their vital relations, will prove one of the most potent means in developing consistency and the formation of right character.

Rational correlation consistently worked out in the course of study and in the recitation, will lessen the almost intolerable burdens which are still placed upon the carrying powers of memory, and by so doing it will wonderfully increase interest and power to utilize on the part of the pupils.

Let me illustrate. In a recent investigation made in our schools, as to the preferences of pupils in regard to school room studies, I found that geography ranked second in the list. Had such an investigation been made ten years ago, geography would have ranked, in all probability, near the foot of the list. Why this change? All because of a better marshalling of the facts of geography. I prefer to call this one stage or form of correlation.

Geography, as taught ten years ago, presented a vast mass of disconnected facts, and made the carrying power of the memory a veritable pack horse of Parnassus. Like the Pharisees of old it bound heavy burdens and grievous to be borne and offered no compensations. What wonder that it proved distasteful!

We now build our geographical structure upon a few fundamental ideas, such as topography, physiography, concentrated about man's interests, interpret the unseen by the seen, make it a study of relations, chiefly causes and effects, a thought instead of memory study and presto! it becomes transformed by the wand of rational correlation into one of the most interesting and helpful studies of the public school curriculum. It is not too much to expect that other subjects of the school curriculum can be transformed by the touch of rational correlation and brought out of the gloom of heaviness and dullness into the inspiring sunlight of interest and conscious progress.

If we thus keep our faces correlationward, if we treat it from the common sense standpoint, we shall see, in the near future, a greatly modified and improved course of study, with subjects so arranged and so articulated that their important relations will be easily grasped by the pupils, our methods of instruction will contribute to the same end, and thus our pupils will become better thinkers, will build more consistent and stronger characters, a deeper interest will pervade school

work, memory will not be so heavily burdened, and the general efficiency of our schools will be greatly strengthened.

CHILD STUDY.

Our teachers have been engaged for the past five or six years in studying some of the various phases of modern child study. That it has proved of great benefit to them and to the pupils is apparent to every one familiar with the condition of our schools. While its benefits may be seen and felt in many directions, yet its best results are attained in the surrounding of the children with that atmosphere of sympathy, love, interest and enthusiasm which is so essential to the symmetrical unfolding of right character.

The building of right character is the chief work of the school room. The formation of right habits of thinking, feeling and acting is the practical side of character building. Right thinking, right feeling, right conduct, cannot be fostered in an unsympathetic atmosphere. Interest and enthusiasm and sympathy and love and faith emanating from the genuine teacher, and filling the room with their stimulating influence and inspiring pupils to their noblest efforts, these are far more potent to mould and fashion character than rigid discipline and formal knowledge.

The teacher who exercised the most helpful influence over the lives of each of us, the one whom we hold in most grateful remembrance, is the teacher who interested herself most in our welfare, came into the closest sympathy and had faith in us, believed in us. Because she came into this close, loving sympathy, because she showed by word and deed her belief that we could master a hard lesson or problem, we, when confidence was shaken in ourselves, were inspired to renewed effort and gained the rich reward of victory and more confidence in self.

Modern child study has given our teachers that keener insight into child nature and that closer touch and sympathy with the children which are so essential to the best results in the school room.

Our teachers have become more thoughtful, considerate and wiser in their treatment of the children. Greater sympathy and tact are manifest. They have been made more fully aware of the grave responsibilities that rest upon those who train the young. Their appreciation of even slight influences which may be utilized in the development of right traits of character, or the suppression of wrong tendencies, has been greatly increased.

To illustrate. Just a few months ago, I was in a first primary room. A class at the blackboard was picking out words with a pointer. Anna was called on to point out the word drum. The girl at once rushed for the board without giving the matter any thought. The

teacher, however, recognizing that Anna was naturally reckless and rash, and also recognizing that Anna was emphasizing this harmful trait, quietly grasped the end of the pointer and said, "Wait a moment, Anna. Take a good look before you point at the word." Anna thus restrained and cautioned was led to select the right word. Had she been left to herself, she would have dashed at the board, and thrust the pointer at the first word that would have caught her eye. Anna, if left to herself, would have helped fasten upon herself the habit of thoughtlessness, of dashing at things without due consideration, but her wise teacher promptly checked that tendency, and turned Anna's energies from the channel of thoughtlessness into thoughtfulness, from hasty, impulsive, inconsiderate action to deliberate, cool, considerate action.

Such thoughtful, wise treatment of children should not be regarded as a matter of small consequence. Such treatment, or its lack, is fraught with the most momentous consequences to the child. It involves the success or failure of that child's future. Child study, by its fostering a keener and more sympathetic insight into child nature, develops this deeper appreciation of the teachers' responsibilities, this greater sensibility to the subtle influences which contribute to the building of strong character, and thus enhances a tactful teacher's services above all price.

EMPHASIZING ESSENTIALS.

We are still engaged in bringing the essential features of the school curriculum into closer and more vital relations with each other. Each subject should contribute, both directly and indirectly, as much as possible, to the teaching of every other subject.

Our primary reading is largely derived from Nature Study sources, and real, juvenile literature. These arouse the child's thought and stimulate him to express himself. Words thus are eagerly utilized as a means of self expression, and they are in no danger of becoming divorced from their content and becoming meaningless to the child. The interest and inspiration derived from these sources are carried over into the reading and language work, thus making these subjects not only a delight to the children but also stimulating them to their very best effort. The rapid progress of the children in these subjects is very gratifying, both to parents and teachers, and is deserving of warm commendation.

In the higher grades, we are paying special attention to the development of a deeper appreciation of the best literature. The teachers are also endeavoring to guide the home reading of their pupils as far as possible. Finding lists of the City Library were donated, at my request, to all the school buildings, so that teachers might direct and

ASSEMBLY ROOM OF HIGH SCHOOL—Seating Capacity, 500.

assist their pupils in the choice of books. This has exercised a helpful influence towards securing the reading of a better class of books. Our language work is directed towards familiarizing our pupils with the best forms of expression, and cultivating their taste through the study and memorizing of choice selections from our best authors, as well as forming right habits of expression through both oral and written exercises. Much care has been expended in the revision of the language work, and it is confidently anticipated that this line of work will continue to increase in efficiency.

We are still emphasizing accuracy and quickness in fundamental operations in arithmetic, and have reason to believe that progress has been made in these directions. We anticipate no little improvement in these features from the recent introduction of Speer number work. That training of the senses to accuracy and quickness, which this method requires, will not only free number work from that harmful guessing which is so often indulged in, but will also strengthen every line of work required in the school curriculum.

ART EDUCATION.

A movement, fraught with much that will contribute to nobler living, is making itself felt in the school rooms of the country. The love of the beautiful is an uplifting and purifying influence, wherever it manifests itself, and should be fostered in every school room.

The teachers of Sioux City have for years taken pains to decorate and beautify their school rooms with flowers, pictures, etc., but this movement received quite an impulse about two years ago when prizes were offered to the pupils for the best collections of pictures in various classes. This led to a study of pictures from the art standpoint, and developed a deeper appreciation of the master pieces, but this is a mere beginning.

I am glad to mention that there are several organizations moving in the direction of supplying this need. The Zetetic Club, a West Side literary organization, has donated some pictures and books to the Hopkins school. The history classes of the High School presented, last year, the Battle of the Huns, and this year, a bust of Thomas Jefferson and one of William Ewart Gladstone. The Alumni Association inaugurated the plan, this year, of presenting annually some work of art to the High School, and at the Alumni banquet presented a bust of Abraham Lincoln.

Other efforts might be mentioned. May these examples become contagious, and may many other organizations, as well as public spirited citizens all over our city, help advance this worthy movement, looking to the adornment of our school rooms by works of art. Our children will thus be surrounded with a more inspiring, uplifting and

purifying atmosphere in their school rooms, and become worthier citizens of this grand Republic.

HIGH SCHOOL.

The increasing efficiency of our High School, both in instruction and discipline, and the high standing accorded it by the leading universities of the country, are conditions which call forth feelings of gratulation and pride. Mr. Turnbull and his efficient co-workers are entitled to much praise for the rapid advancement attained in the High School during the past two years.

The capturing of the silver cup at Marengo last year, the adoption and frequent use of a High School yell, the general excellence of the Commencement exercises, and the revival of the banquets of the Alumni Association, all are causes or indications of a unity of feeling, an esprit de corps, which is highly gratifying, and promises much for the future of our High School.

The report of Mr. Turnbull is herewith submitted:

REPORT OF HIGH SCHOOL PRINCIPAL.

Superintendent H. E. Kratz. Dear Sir: In my last report several changes in the school organization were mentioned, and the statement was made that these plans were still in the experimental stage. The past two years have been devoted to the working out of these plans and it now remains for us to note some of the results.

The evolution of a course of study is necessarily a slow process, and changes are to be deprecated unless they have been thought out with great care. The work of the committee on revision was done so thoroughly in this case, however, that at present very few changes would seem to be advisable. The courses, as laid down, may present the appearance of being somewhat inflexible, but a careful analysis will show that within wise limitations an exceedingly liberal set of options is permitted. Through a realization of the fact, however, that the ordinary high school pupil needs careful guidance in the choice of studies, elections are permitted only after consultation with the principal.

The wisdom of the committee in framing the Latin-German course is seen in the large percentage of the members of this year's senior class who have elected it. This class, I may say parenthetically, is the first to be graduated under the provisions of the new arrangement. In the science work, a marked improvement has been noted. In chemistry a full year is required, with three recitations per week, and from three to four hours of laboratory work. The same time, with the addition of one recitation, is devoted to physics. The study of no science

is pursued for less than a full semester, and it is believed that, with the methods of teaching employed, a trend of really scientific thought may be started.

In the present consideration of the course of study, I would recommend that in the senior year a thorough course in United States history be given, and would suggest that this and political economy may be alternated from year to year, thus giving an opportunity to take both branches.

The usual faithful and efficient work has been done in all departments, but a word should be said about the English. Three teachers now devote their entire time to this study, and the plan has been to make it the standard branch in the school. No pupil is permitted to specialize in any other line who is back in his English work, and, as a result of the careful efforts made, excellent results are appearing.

In closing, under this head, I may say that we do not offer some studies that are found at times in high school curricula. A multiplicity of studies is almost invariably followed by crowding. The result is either superficial work, or a break down. In this school no pupil is permitted in his first year to take more than fifteen recitation periods of work per week. In subsequent years, this number may be increased to eighteen, and in some cases, where there has been a falling behind, to a greater number, but only when there is a distinct understanding with parents that the school must not be held responsible for a failure in health.

A point about which question has been raised at various times is that of the semi-annual admission of pupils. The plan was already in operation when I came here, and I was somewhat skeptical as to the outcome. Since then, however, I have become thoroughly convinced that it works for good. The great advantage is in making the class intervals shorter. Pupils who are deficient need not fall back so far, if they fail in a study, as to discourage them from future attempts. I am convinced that by this plan some students have been held in school who would otherwise have dropped out. On the other hand, an opportunity is afforded ambitious pupils to forge ahead. As a proof of this, the fact may be cited that in this year's class three members have finished a half year sooner than those who entered with them. The plan of graduating two classes yearly, however, is not feasible in a school of this size. Pupils are told, when entering with the mid-year class, that they may, by diligent effort, finish in three and one-half years, or they may remain for four and one-half years, and take additional work. The advantages of the plan may be summed up in the fact that it gives greater opportunity for individual energy.

Is this plan expensive? Let the figures show. In June, 1895, before the plan was in full operation, the school enrolled 396 students

with 14 teachers; in June, 1898, 498 students with the same number of teachers, one more in the High School proper, and one less in the Commercial department. This rapid increase may be accounted for in two ways: First, a rapid increase in High School attendance has been noticeable all over the country. Second, in a period of rapid growth in a city, the growth of the high school does not usually keep pace with the growth of the community. In Sioux City, the High School has only recently reached its normal size. Such a rapid increase is not to be anticipated during the next year or two.

The primary aim of the High School is not the preparation of students for college. There is a growing tendency on the part of the colleges, however, to so frame their requirements, that they will coincide with what the public demands as a good high school education. Two years ago the school was inspected by Prof. Fellows, of Chicago University. Last year Professors Beman and Drake, of the University of Michigan, visited us. This year, Professors Scott and Dowling, of the University of Wisconsin, made an inspection, and Chicago University was again represented by Professors Fellows and Moore. The school is now on the accredited lists of the above named institutions. Pupils are also admitted upon certificates and without examination at the University of Iowa, Leland Stanford, Cornell, the University of Pennsylvania, the University of Minnesota, Beloit, Vassar, Smith and Wellesley, and at a number of other institutions. A diploma from the school is not enough. It must be accompanied by certificates from the principal. Such certificates will not be granted to all graduates, but only to those who have made such a record as will justify the belief that they can pass the entrance examinations. The reason for this is that students of very moderate ability may, by remaining in school long enough, succeed in finishing the course, and still fall short of college entrance requirements.

The school has also been admitted to membership in the North Central Association of Colleges and Secondary Schools, and has since been represented at the annual meetings.

A tendency among the pupils toward beautifying the school building has been noticeable recently, and the assembly room and corridors are the richer by several fine works of art. Among these may be mentioned the portrait of Washington, given by the Class of '97, in memory of their departed schoolmate, Horace D. Kratz, the engraving of Kaulbach's "Battle of the Huns," busts of Jefferson and Gladstone, all given by the history classes, and a bust of Lincoln, given by the Alumni Association.

Athletics has been encouraged in a rational degree, and the gratitude of the school is due Messrs. Tredway, Marks, Howell and other college men in the city for their efficient assistance in this direction.

The Athletic Association has been represented at every meeting of the state organization, and last year the track team sent to Marengo brought back a handsome silver trophy, the emblem of the state championship. It now adorns the upper corridor.

Among the other school organizations to be mentioned are the four literary and debating clubs. Their rooms have been furnished and ornamented with taste, and they are doing good work. They do much toward promoting a good school spirit, and, besides helping to make the school what it should be, a center of intellectual life, they do much toward encouraging the social features.

The High School Record, the school paper, has just completed its seventh year very successfully. Before the election of the new board of editors, the constitution and rules for management were thoroughly revised, and there is every reason for believing that the influence of the paper will increase next year.

The Commercial department, during the past year, has been under the efficient management of Mr. F. M. Harding. The aim has been to give the essentials of a business education in so far as it is possible to do this in a school. The results have been good. Last year a class of 16 was sent out, and this year 20 students have been given diplomas.

The High School class of 1897 was composed of the following members:

Classical Course.

Mabel Catheryn Anthony.	Josephine Ross.
Emily Ryrie Bruce.	Hulda Salter.
Lillie Wilkinson Fowle.	Claude Montgomery Smith.
Fred Ralph Hunt.	Bertha Wakefield.
Elma Mabelle Peterson.	Harry Herbert Youngren.

Classical and Latin-German Course.

Fanny Sybil Cohen.	Edith Agnes Hardy.

English-German Course.

Georgiana Mae Beggs.	Katharine Florence Joesten.
Mary Green Bucknam.	Annette Rankin.
Charlotta Alice Dillon.	George Washington Wise.
Myrtie Adella Grier.	Kittie Adeline Wise.

Ida Louise Grillet.

English Course.

Lewis Caton.	Anna Elizabeth Irwin.
William Daniel Clapp.	Lydia Florence Thompson.
Elmira Prudence Guiney.	Horace Raymond Weisz.

Jay Stephen Wood.

Latin-German Course.

Ethel May Bond.
Anna Louise Brown.
Mary Elizabeth Hills.
Lenore Stewart Johnson.

Latin-Scientific Course.

Perry Avery Bond.
Helen Gertrude Dorsey.
William Edward Gale.
Cecil Elbert Gantt.
Adah Georgina Grandy.
Mabelle Gaylord Jordan.
Rose Kelly.
Julia Calvin McCaughey.
Grace Fannie Nash.
Emma Sample Nivling.
Nancy Cooper Nivling.
Mae Emma Provost.
Alice Neely Sloan.
Milo Herrick Spaulding.
Edith Ray Webb.

The following are the members of the class of 1898:

Classical and Latin-German Courses.

Jennie Cordelia Allen.
Ross Page Brown.

Classical Course.

Florence Madalene Shaw.

Latin, Scientific and German Courses.

Florence Mabel Davis.

Latin Scientific Course.

Frederick Samuel Berry.
Elizabeth Glenn.
Charles Robert Hood.
Bessie Mae Kratz.
Lyda Emery Miller.
Leland Dunbar Gaylord Ralya.
Morris Daniels Silver.
Mary Lois Spencer.
Edna Eulalia Sweetser.

Latin-German Course.

Jennie Esther Atwood.
Olive Adelia Coon.
Ada Lavilla Geyer.
Bertha Jean Hamilton.
Cora Letitia Norton.
Mary Lura Ralya.
Carl Garritson Reed.
Elizabeth Nelson Robinson.
Clara Louise Robson.
Eleanor Ross.
Babette Susie Schulein.
Helen Shaw.
Mabel Elizabeth Sides.
Ethel Clare Smith.

English-German Course.

James Baxter.
Elsie Viola Estes.
John William Finley.
Rose Ernestine Smith.
Gladys Betina Thorson.

The class of 1899 promises to exceed in size any heretofore graduated.

Last September, when the first semester began, eight of the instructors connected with the school, including the Supervisor of Music, were new to the work. In view of this wholesale change in the teaching force, occasioned by the unprecedented number of those who had obtained positions at higher salaries, it was with no little misgiving that the year was opened. A spirit of unity has been prevalent, however, which has done much toward offsetting this difficulty. The teachers have worked well together, and I desire to thank them for it. I also desire to thank you and the members of the Board for helpful and efficient support.

Very respectfully yours,

June 10, 1898. W. H. TURNBULL.

STATISTICS CONCERNING THE CLASS OF '98.

SIOUX CITY HIGH SCHOOL.

No. in class at mid year	36
Average age at graduation	18 years, 10 mos.
Average height	5 ft. 5 in.
Average weight	124 lbs.

FATHER'S OCCUPATION.

Architect	1	Lumberman	1
Book Dealer	1	Machinist	1
Bookkeeper	4	Mgr. of Supply House	1
Bridge Builder	1	Merchant	1
Butcher	2	Mine Inspector	1
Carpenter	1	Miner	2
Farmer	4	Real Estate	4
Foreman in Factory	1	Sailor	1
Insurance Agent	1	Secretary Trust Co	1
Laborer	1	Supt. of Schools	1
Lawyer	3	Tailor	1
Locomotive Engineer	1		

Average number years attended school	11.32		
No. who lost time	16	No. who gained time	14
No. years lost	16	No. years gained	14

Where Time Was Lost.		Where Time Was Gained.	
2nd yr. H. S	2	High School	2
1st yr. H. S	1	8th grade	3
8th grade	3	7th grade	3
6th grade	1	6th-8th grade	2
5th grade	2	5th-6th grade	2
4th grade	3	4th grade	1
3rd grade	2	3rd grade	1
2nd grade	1		
1st grade	1		

No. helped by semester plan 12

Helped in What Way.

Will graduate sooner 4
Able to make up work 6
Did not have to go back a whole year 2

Reasons for Taking H. S. Course.

Wanted a good education 16
Parents desired it as well as myself 8
Wanted it because of its advantages 4
To prepare for college 2
Wanted it for its own sake 2
Need of it 1
To fit myself for teaching 1
Desire of obtaining knowledge 1
Must be prepared for life 1

COURSE TAKEN.

Latin-German	16	English-German	6
Latin-Scientific	11	Classical	3

No. who expect to enter some higher educational institution 22
No. undecided 8
No. who do not expect to enter 6

LIFE WORK.

Teaching	16	Journalism	1
Undecided	7	Mechanical Engineer	1
Music	4	Horticulture	1
Law	2	Druggist	1
Author	1	Railroading	1
Medicine	1		

The above is a synopsis of some statistics which were collected about the mid-year when the class included a few more members than

at present. It was thought wise to begin to collect such statistics of each graduate, so that comparisons could be made from year to year, which might throw some light on mooted questions, such as these: Is there any causal relation between large physical development and rapid intellectual development? Are pupils with large bodies generally the leaders of their classes in scholarship? Do they make more rapid progress in studies while their bodies are growing most rapidly, or vice versa? Are there fairly well defined periods of accelerated or retarded growth, both intellectually and physically? Where in the school course is time usually lost? Where gained? Why do pupils attend High School?

It ought to be of some interest to note that the educational advantages offered by our High School are being utilized by those in every walk of life. There are here no favored classes in contradistinction to the masses. A glance at the long list of "fathers' occupations" proves that our graduates come from all ranks and conditions of life, but especially from the homes of the workers. The deep and widespread appreciation of the excellent educational advantages which our High School offers argues well for the upbuilding of the best interests of our city.

MUSIC.

Mr. Frederick Heizer entered upon his duties as Supervisor of Music a year ago. He has labored faithfully and earnestly to sustain the high standard attained by his predecessor. I commend his report to your careful consideration.

REPORT OF THE SUPERVISOR OF MUSIC.

Mr. H. E. Kratz, Superintendent City Schools. Dear Sir: I have the honor of submitting the following report of the work done in Musical Department of the Sioux City schools for the year ending June 10, 1898.

An effort has been made during the past year to follow, as closely as possible, the course of study outlined by the authors of the Normal Music Course. A reduction in the number of teachers, together with an increased number of pupils, has added to the difficulties encountered in former years in satisfactorily grading and carrying on the work. The hearty co-operation of the teachers has greatly modified the difficulties of the situation, and I wish to take this opportunity to thank them all for their courtesy and helpfulness.

Ear training, which has of late become a marked feature of this branch of instruction, has been dwelt upon with some success, and it is hoped that, in the future, still more attention may be given this part of the work.

Music *reading* has not been the chief aim and end sought, but we have striven to develop that which is of equal importance, a knowledge of the sentiment of the song, purity of tone, and an artistic rendering of the whole.

Music moulds character; a reflection of its influence may linger through life. It inspires in battle, soothes in sickness, comforts in death. Plato says: "Music is the essence of order, and leads to all that is good, just, and pure."

A knowledge of the fundamental principles of the art should be considered as essential to a complete education as an understanding of the sciences or literature.

Young children love to sing. Only in the advanced grades do we find a lack of interest manifested, which may be accounted for by the natural restlessness of children at this unsettled age.

Most gratifying results have been obtained among the monotones. More than 200 children who were unable, at the beginning of the year, to distinguish pitch, or "carry a tune," can now sing the scales, simple exercises, and rote songs with reasonable accuracy.

Individual work has been used as a means of teaching the children to listen to their own voices that they may avoid harsh and discordant tones. At first the children were unwilling, and in several instances refused, to sing alone in the presence of others, but, by patience and perseverance on part of the teachers, this difficulty was overcome, and good results followed. I hope the coming year to make arrangements whereby pupils may be afforded an opportunity of hearing their own little songs artistically interpreted by trained singers; thus they will have a practical illustration of their work. This plan has been successfully tried in many of the large cities.

Briefly summarized, the work done in the grades has been as follows: Preliminary, scale as a tune, interval work and rote songs. First grade, exercises from first series of charts of Normal Music Course, introducing nine keys and 2, 3 and 4 part measure. Second grade, exercises and songs of first series of charts with Part 1, First Normal Reader. Third grade, First Reader complete. Fourth grade, review 2 part music of First Reader, with songs and exercises from Part 1, Second Reader. Fifth grade, Part 1, Second Reader. Sixth grade, Part II., Second reader, Introductory Third Reader to page 61. Seventh grade, Introductory Third Reader complete. Eighth grade, Third Reader for Mixed Voices.

In the High School, a class of about 200 has been drilled two mornings of each week in choruses, glees, hymn-tunes, and patriotic songs, together with vocal exercises, consisting of scales in various keys and modes, breathing exercises, and proper tone production. The material used has been carefully selected with reference to the unde-

veloped condition of young voices. Only music of the most elevating character has been studied. A chorus of mixed voices has met for special work once each week after school hours. A male quartette has also practiced faithfully with encouraging results. With an increasing interest in music, comes a demand for more varied forms of musical expression. In consequence an amateur orchestra has, during the past year, been organized in the High School for the purpose of augmenting the chorus work. The amateur orchestra is to the professional, what the High School is to the College. As an aid to musical advancement, it is a very potent factor; its study requires the most concentrated attention. Every true musician will attest to its benefits and inspiration. As an educational feature, it is equally as important as the chorus, not only supplementing that, but bringing out much that is impossible to a chorus alone.

In closing this, my first report, please allow me to thank you for many helpful suggestions, and kind words of encouragement.

Respectfully yours,

FREDERICK HEIZER.

Sioux City, Iowa, June 10, 1898.

CONCLUSION.

A year ago in my report to your honorable body, I had occasion to use these words:

"The year has been marked with peculiar difficulties arising out of the numerous epidemics which so seriously demoralized our attendance and interrupted the work. We were also struggling to introduce some wise modifications in plans of work. There were, therefore, peculiarly trying circumstances confronting the teachers, such as put their loyalty and devotion to severe tests. It is, therefore, with deep feelings of pride and pleasure that I warmly commend that devotion to duty which they have so generously manifested during the year, and which, under adverse circumstances, has sustained the efficiency of our schools. As I attempt to forecast the coming school year, where, owing to retrenchment, conditions must be less favorable, my mind would be disturbed with some serious misgivings, were it not for the fact that Sioux City teachers have always loyally responded to every call made upon them, and have not only demonstrated their devotion to their work, but have also demonstrated their marked ability to meet successfully every emergency."

I only wish to add to the above statement that my confidence in the loyalty and devotion of Sioux City teachers was not misplaced,

and that, under those adverse circumstances, the efficiency of our schools was fully sustained.

In closing, permit me to express my heartfelt thanks to members of the Board of Education, supervisors, principals and teachers for their uniform courtesy, cordial co-operation, loyal and intelligent support.

Respectfully submitted,

June 10, 1898. H. E. KRATZ, Superintendent.

COURSE OF STUDY.

BRIEF OUTLINE OF KINDERGARTEN COURSE.

Object.

(It is understood that the Kindergartens are only temporarily discontinued, hence this outline is retained as a part of the course of study.)

To form an easy connection between the home life and school life of the child; to lead him to feel the unity of the universe, his relationship to man, to nature and to God; to lead him to see that loving service is the true object in life.

Materials.

Songs, games, stories, poems, the gifts and occupations of the Kindergarten.

Lessons.

1. Relationship of child to family through bird life, animal life and plant life. Love and helpfulness the chief thought. Great love shown by doing for others. The Christ child.
2. Relationship of child to his neighbor through trade and commerce. Interdependence of mankind the chief thought.
3. Relationship of child to country through the lives of heroes and heroines of the past. True nobility of character the chief thought. Patriotism.
4. Relationship of child to God, the loving Father, symbolized by the universal elements of earth, water, air and light. The return of spring symbolic of immortality.

PRELIMINARY CLASS—18 Weeks.

(Iowa admits pupils to her public schools at the early age of five years. Experience has shown that the first year of the usual course of study is too difficult for the average child of five, hence this Preliminary Class is organized to prepare the beginners for the regular first year's work.)

Attention should first be directed to overcoming the bashfulness and timidity of the children, resulting from their new surroundings. Draw

each one out by conversation upon some familiar subject and try to lead him to feel at home as soon as possible. No little skill or patience is required to attain this result. Take all the time needed to accomplish this end. The children must have a little time to adjust themselves to their new surroundings and conditions, and to acquire the school room habits of work.

OUTLINE OF PRIMARY READING BASED CHIEFLY ON NATURE STUDY.

The work in primary reading includes three features: 1st. Language; 2nd. Reading; 3rd. Word Study, including phonics and spelling.

1. Language.

Language is needed only when there is thought to be expressed. To arouse an interesting thought in the child's mind is to place him under the strongest stimulus to use language and to use it well. To accomplish this, Nature Study furnishes the best and most abundant material.

The pupils must be led to observe accurately and to express truthfully and clearly what they have learned, concerning animals, plants, seasons, etc. (See outline of monthly topics.) These talks should be supplemented by the use of some appropriate poem, myth or story. The songs of the day should, as far as possible, be in harmony with the language work and preparatory to the reading exercise.

2. Reading.

Reading has as its chief aim, the gaining of the author's thought. In oral reading the author's thought is to be clearly conveyed in the author's words to some hearer. Proper expression here depends largely upon the proper grasp of the thought.

Every pupil should be made an eye reader, i. e., have the ability to look directly through a written expression to the meaning, and also be able to discover the unknown word or words which prevent this. Seek to develop this power of eye or sight-reading from the start, and natural oral expression will be secured without difficulty.

The sentence is the unit of expression. The child should, therefore, consider the sentence as a whole, and not be permitted to name one word at a time, or to begin to read the sentence aloud until he knows all it contains, thought and words.

Make use of the interest kindled by the morning talk, and the use of objects to give life and spirit to the reading lesson. The teacher, having in mind the sentences to be read, draws them from

the children in conversation, then places them on the board and they are read by the pupils. Later, lessons should be presented copied on the hektograph or mimeograph.

The reading of this grade is largely from the blackboard following the vocabulary of the Finch Primer. As the first part of this Primer is in script, it may be introduced near the close of the first month. Action sentences are used freely during the first few weeks.

3. Word Drill and Spelling.

As soon as the child can read a few sentences easily and rapidly, begin to call attention to the parts of the sentence, picking out different words in the sentence, and following this the recognition of words in lists, etc. All sentence work should be supplemented and strengthened by *word drills. The best results in Word Study come from the repeated use of words in different sentences.* The visualization of words is an excellent word drill and is also the beginning of written spelling. The teacher writes the word slowly on the blackboard and erases it. The pupils who have been watching, quickly reproduce the word on the blackboard. In the same way short sentences are reproduced later in the semester by the children, which furnishes the foundation for written language work to be done in junior first grade.

4. Phonics.

Work in phonics need not be given until the close of the second month. Begin by slow pronunciation. This is ear training which will lead the child to see that the words are composed of sounds. Then slowly pronounce the written words placed on the blackboard so that letters and sounds may be associated. By thus drilling on familiar words all the sounds of the consonants, long and short sounds of the vowels, may be taught.

OUTLINE OF MONTHLY TOPICS FOR LANGUAGE AND READING.

September—One or two plants as wholes to show formation of seed: sunflower, milkweed, corn. Caterpillar, butterfly, grasshopper. Memorize some appropriate but brief selection each month.

October—Distribution of seeds: Color and falling leaves. (Continue with same insects.)

November—Fruits as treasure boxes. Preparation of buds for winter. Squirrel. Pilgrim story. Thanksgiving. Longfellow.

December—Evergreen. Christmas stories. Chicken or turkey.

January—Shelter and protection of animals and man: Fuel, fur, sheep. Cleanliness.

February—Forms of water: Ice, snow, vapor, frost. Washington.

March—Winds. Signs of spring, buds, sunshine, pussy willow.
April—Rain. Germination of seed, unfolding of leaves, violet, pasque flower, fruit, blossoms. Butterfly. Return of birds.
May—Life history of pea or bean, maple seeds, leaves, dandelions. Birds and nesting.
June—Flowers; birds.

REFERENCES: Any standard botany and zoology. Books in teachers' library: Waymarks for Teachers, Arnold; From Seed to Leaf, Newell; My Saturday Bird Class, Miller; Nature Stories for Young Readers, parts 1 and 2, Bass; Nature Myths, Cooke; In Bird Land, Keyser; Moths and Butterflies, Ballard; Our Common Birds and How to Know Them, Grant; Skyward and Back, Robinson; Tenants of an Old Farm, McCook; A Year Among the Trees, Flagg; First Science Reader, Nelson; Systematic Science Teaching, Howe; Nature Study, Jackman; How to Know the Wild Flowers, Dana; Fairyland of Flowers, Pratt; Trees of the Northern U. S., Apgar; All the Year Round, Strong; Stories of Birdland, Chase; Plant World, Bergen; Plants and Their Children, Dana; Plant World, Vincent; In Brook and Bayou, Bayliss; Day Butterflies and Duskflyers, Knoebel; Curious Homes and Their Tenants, Beard; Inductive Physical Science, Bailey; Story of the Birds, Baskett; Nature Study in Elementary Schools, Wilson; Elementary Meteorology, Waldo.

Teachers should read some of the works of such lovers of nature as Burroughs, Thoreau, etc.

Number.

Follow suggestions for sense and muscle training as given in Speer's Primary Arithmetic. Strive to sharpen the powers of observation, imaging and inference. Speer's Primary Arithmetic is for teacher's use only. Complete to page 75.

Writing.

Teach pupils to write in large hand writing the vertical system. Practice on slates, properly ruled, also on blackboard; pencils long and well sharpened; correct position of body, feet, arms and fingers. Drill first two weeks upon simple exercises to secure freedom of motion and to control pencil. Copy as soon as possible, in script, the words learned.

Physical Culture.

Follow directions in Leaflets, Nos. 1, 2, 3, 4, 5.

Music.

Interval Cards, First Series, Normal Music Course. Teach scale as a tune by imitation, using Do, Re, Mi, Fa, Sol, La, Ti, Do, also

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pitch names, C, D, E, etc., and numerals, 1, 2, 3, etc. Rote songs. Require correct position of body sitting or standing. Pupils sing softly; allow no forced tones. Have pupils learn the poetry of rote songs before learning the music. Make list of "Monotones."

Drawing.

As directed by supervisor of drawing.

JUNIOR FIRST GRADE.

Reading.

Finch Primer. Use blackboard freely. Continue word study. Before reading a lesson from the book make all words familiar by use in blackboard sentences of your own. Carry out suggestions of preliminary class. Complete Finch Primer and read freely from Inter-State Primers and other supplementary reading books.

Language.

1. Oral.

Arouse thought through Nature Study and lead to its correct expression. Let the children talk freely of the seeds, fruits, birds, flowers and other topics. Oral descriptions of these objects and oral reproductions of the myths or stories used in this connection should be given. Require correct language, but avoid fettering natural expression. Correlate language with reading, spelling, number and drawing.

2. Written.

After an oral language or reading lesson on a given subject, a few of the new words are left on the blackboard for reference in spelling and pupils required to write original sentences. These sentences are apt to be similar to those used in the reading lesson, but the writing of them requires thinking on the part of the pupils and is the beginning of real composition work. This takes the place of copying. The correct writing of these sentences necessitates teaching the use of period, question mark, capital letters for the beginning of sentences and proper names, I, O and other needed capitals and punctuation marks.

Phonics.

Use some familiar words as key words. These should be selected from the vocabulary and kept in sight on the blackboard to aid in making out new words. Use these key words to head lists of new words of same sound in phonic drills. Teach all sounds that occur in Finch Primer.

Spelling.

Pupils should be sufficiently familiar with words of most frequent occurrence to write them upon hearing them pronounced. Extend this in conjunction with oral spelling, as soon as practicable, to all words learned.

Number.

Follow suggestions for sense training as given in Speer's Primary Arithmetic. Strive to sharpen the powers of observation, imaging and inference. Speer's Primary Arithmetic is for teacher's use only. Complete from pages 75 to 113. Frequent reviews must be given. Secure accuracy and rapidity.

Writing.

Teach pupils to write in large hand using the vertical system. Practice on slates, properly ruled, and on blackboard, also on ruled paper with lead pencil. See that pencils are well pointed. Accept only good work.

General Lessons.

Joints and bones. Muscles. See Pathfinder Series, No. 1.

Time—Day, year, week, hour, minute, second. Keep calendar on blackboard.

Observation lessons, following the outline of monthly topics for language and reading and suggestions in Prang's Drawing Course.

Physical Culture.

Follow directions in Leaflets Nos. 1, 2, 3, 4, 5.

Music.

Interval card, First Series; First Series Charts,. Normal Music Course. Review preliminary work. Two-part measure. Note reading in keys of C and G. Reduce number of "monotones."

Drawing.

To be Studied:

(a) Type solids; sphere, cube, cylinder, hemisphere, etc.

(b) Nature forms and common objects resembling these types.

(c) Pictures in which objects resembling types may be found. Observation of form and color.

Expression by modeling, by laying color tablets, by paper folding, etc. Time, fifteen minute lessons each day.

SENIOR FIRST GRADE.

Reading.

Baldwin's School Reading by Grades, First Year. Use blackboard freely. Continue word study and phonics. Work out pronunciation of new words by sounds. Before reading a lesson from the book make all words familiar by use in blackboard sentences of your own. Do not lose sight of suggestions in First Semester. Complete Baldwin's School Reading by Grades, First Year, and use supplementary reading as needed.

Language.

1. Oral.

Follow suggestions of Junior First Grade. Commit several poems or selections to memory. Study to make all school work aid in advancing language work.

2. Written.

Pupils should write original sentences on all topics of Nature Study used in reading, also answers to questions on blackboard. Copying should be reduced to the minimum. Try to give pupils the power to collect and express their thoughts in writing. In this work teach use of comma, and quotation marks in addition to period, asking mark and feeling mark. Teach also to write Mr. and Mrs.

Spelling.

All new words in reading lessons to be spelled both orally and in writing.

Practice also on words already in use.

Numbers.

Follow suggestions for sense training as given in Speer's Primary Arithmetic. Aim to sharpen the powers of observation, imaging and inference. Speer's Primary Arithmetic, pages 113 to 154, for teacher's use only. Frequent reviews must be given. Secure accuracy and rapidity.

Writing.

Continue large writing on blackboard and at desk. Require pupils to write sentences gained from Nature Study. Give special lessons on form and spacing of small letters and introduce needed capitals. Require pupils' best effort in all written work.

General Lessons.

Carefully follow the suggestions for Nature Study outlined in Prang's Drawing Course, and the outline of monthly topics for language and reading, given in Preliminary Grade.

Nerves, alcohol, what it is and its effects. See Pathfinder Series, No. 1.

Physical Culture.

Review work of First Semester. Teach Lessons 1 and 2 from first course of Delsarte work outlined according to the order given in text book by Mrs. Louise Preece.

Music.

Interval Cards, First Series; First Series Charts, Normal Music

Course. Two, three and four-part, measure thoroughly. Read Chart exercises in nine keys. Rote songs. For ear training, sing simple intervals, pupils naming tones sung. Give "monotones" much individual help and thus reduce the number.

Drawing.

Same work as in First Semester.

JUNIOR SECOND GRADE.

Reading.

Follow instructions of First Grade. Mark and work out pronunciation of new words by sounds. Continue Word Study and Phonics. Complete about one-half Baldwin's School Reading by Grades, Second Year. Select lessons with reference to their fitness to the thought under consideration. Use supplementary reading and use sentences on board drawn from Nature Study.

Language.

1. Oral.

All subjects used for composition work should be reproduced orally at first.

2. Written.

Review work of First Grade. Require written composition in connection with all nature subjects studied, and in the study of Indians, Pilgrims, First Thanksgiving, Christmas, Flag Day and Memorial Day. Also interesting events in lives of Washington and Lincoln. Written reproductions of myths, stories and bits of history. Let all school exercises cultivate, incidentally, clear language, ready speaking and writing. Teach use of capital letters for days of week, months, and all proper names. Use apostrophe to show possession and omission of letters. Use also quotation marks.

Spelling.

Use all new words in oral and written sentences. Write easy sentences from dictation. Copy sentences from blackboard. Drill in phonic analysis to train vocal organs. Have a definite time daily for spelling exercises, generally written. Aim to fix the form of the word. Require pupils' best effort in all written work. Do not hurry.

Number.

Review the work of Junior and Senior First Grades and supplement the work from Speer's Elementary Arithmetic to page 48. Complete in this manner the work with solids one to six.

Writing.

Merrill's Vertical Copy Book No. 1, Intermediate Series.

Use also lead pencil and loose paper in connection with copy book. Require pupils' best effort in all written work. Accept no poor writing in any subject.

General Lessons.

Food and strength. Heart. See Pathfinder Series, No. 1. Carefully follow the outline of Nature Study and Literature given for Second Grade.

Physical Exercises.

Review First Grade work from outlines. Teach lower limb exercises. Teach Lesson 7. (Chart work outlined.)

Music.

Interval Cards, First Series; First Series Charts. First Reader, Part 1, Normal Music Course. Review chart exercises. Exercises First Reader. Dictate intervals by twos, as, "Sing 1, 3," "Sing 3, 5," etc. Ear training, sing intervals of Cards I. and Cards II. Pupils naming tones sung. Rote songs.

Drawing.

To be Studied—Review type solids. Take up new type solids, ellipsoid, ovoid, equilateral triangular prism, etc.; nature forms and pictures. Observation, same as First Grade. Expression, same as First Grade. Time, twenty minute lessons, daily.

NATURE STUDY, LITERATURE AND HISTORY.
FOR SECOND GRADE.*

September—Study seed formation. Observe cricket and compare with grasshopper. Read some related poems or stories and memorize some appropriate but brief selection each month.

October—Life history of spider. Migration of birds. Preparation of buds for winter. Read some related poems or stories.

November—Study fruit, as apple. Cat. Facts about War Eagle. Council Oak. Thanksgiving. Read about Hiawatha.

December—Evergreens. Cold weather. Snow. Christmas. Related poems and stories.

January—Study children of the cold. How ice is formed. Read "The Four Winds from Hiawatha," and other related stories.

February—Study air, winds, what they do, direction, etc. Read some helpful stories about Washington. (See page 122 in Baldwin's Reader.)

March—Action of water. Return of birds. Development of buds. Related poems and stories.

April—Habits of birds, feeding, nesting, etc. Germination of seeds. Read related poems and stories.

May—Observe unfolding of leaves. Further study of birds. Read related poems and stories and stories of the civil war.

June—Flowers, their parts, use of the parts, etc. Read related poems and stories.

*See list of books for Nature Study given under "References," Preliminary Grade. Consult also the books in Teachers' Library.

SENIOR SECOND GRADE.

Reading.

See First Grade suggestions. Emphasize distinct articulation and correct expression. Continue Word Study and phonics. Continue use of diacritical marks. Complete Baldwin's School Reading by Grades, Second Year. Supplement with Inter-State Primers and other First Readers. Use supplementary books for sight reading only. Select lessons corresponding with the outline of Nature Study and Literature.

Language.

Continue the work of Junior Second Grade. See suggestions.

Carry out oral and written work on parallel lines. Continue oral composition and reproduction. Reproduce short stories in writing. Continue descriptions of plants and animals. Capitalize names of days, months. Use comma with yes and no in address; apostrophe denoting ownership, omission of letters. Teach correct use of is, are, was, were, has and have. Utilize topics under General Lessons, especially Nature Study, and make all the lines of study aid in language.

Spelling.

Keep new words on blackboard for frequent use. Dictate sentences containing new words. Pupils are to spell all the new words and constantly to review old ones. Try to fix the form of the word in the mind's eye. Give time to write well.

Number.

Review the work of the six solids as presented in Speer's Primary Arithmetic, using all thought problems given and supplementing the work daily with rectangles using greater values, as outlined in Speer's Elementary Arithmetic, pages 48 to 101.

Writing.

Merrill's Vertical Copy Book, No. 1½, Intermediate Series. Use also lead pencil and loose paper in connection with copy book. Accept no carelessly written work of any kind.

General Lessons.

Lungs, skin and senses. See Pathfinder Series, No. 1. Carefully follow outline of Nature Study and Literature for Second Grade.

Physical Culture.

Review of First Semester work. Lesson 4, foot extension. Lesson 10, butterfiy movement. Lesson 1, advanced course, balance step, chorography work. No. 4, Lesson 3, chorography work. No. 1, Lesson 4. Extra work—Grade leaflets. Marching three times a week.

Music.

Interval Cards, First Series; First Series charts; First Reader, Part 1. Review work of Junior First. Drill daily in scales using syllables do, re, mi, etc.; pitch names, single syllables as la, loo, etc., and single vowel sounds, as a, aa, etc. Ear training, sing intervals of Cards 2 and 3, pupils naming tones sung, also dictate intervals; pupils sing with single syllable or vowel sound. Rote songs.

Drawing.

Continue same work as in First Semester.

JUNIOR THIRD GRADE.

Reading.

Begin use of Baldwin's School Reading by Grades, Third Year. Select lessons as much in harmony with other topics of study as possible. Frequent drills on elementary sounds and use of diacritical marks. Use supplementary reading freely, selecting lessons corresponding with the outlines of Nature Study and Literature.

Language.

Review previous work. Have pupils write out descriptions of familiar plants, animals, etc., which they have been studying. See outline of Nature Study and Literature for Third Grade. Tell important items of news. Reproduce, in their own language, stories read and told. Memorize choice selections concerning nature, duty, etc. Perform some action which the pupils can describe, to develop the idea of action words. Continue use of Quality Lessons. Metcalf's Language Exercises, two chapters. Lessons from Metcalf are to be selected with reference to pupils' needs. Emphasize with reference to suggestions given above.

Spelling.

Spell orally by letter and sound, and write words from all lessons.

March—Further study of heat, effects on temperature and climate. Return of birds. Read "The Nests of Birds," page 21, Baldwin's Reader.

April—Observation of habits, songs, etc., of a few birds. Germination of seeds. Compare pea and bean. Read "The Ride of Paul Revere," page 48 of Baldwin's Reader.

May—Leaves, their position, arrangement, parts, shape, venation. Cray fish. Deeds of heroism from the Civil War.

June—Recognition of common birds and flowers.

*See list of books on Nature Study given under "References," Preliminary Grade. Consult also the books in Teachers' Library.

SENIOR THIRD GRADE.

Reading.

Complete Baldwin's School Reading by Grades, Third Year. Select lessons in harmony with other topics. Teach to use a dictionary. Supplement with Second Readers and other books for sight and information reading. Select reading matter in harmony with Nature Study and Literature topics as given. Continue Word Study.

Language.

Give certain words to weave into a story. Emphasize paragraphing. In composition, use Nature Study and historical subjects. See outline of topics. Teach correct use of go, see, run, grow, throw. Common uses of period, comma, hyphen, quotation marks. Simple letter writing. Uses of homonyms. Metcalf's Language Exercises, complete Part I. Accept no carelessly written work. Select lessons from Metcalf with reference to pupils' needs and in harmony with above suggestions.

Spelling.

Follow instructions of First Semester. Study to impress the form of the word. Use Stickney's Word by Word Primary from page 33 to page 55. (Teacher's use only.)

Arithmetic.

Cover the limits of work in Southworth's Essentials of Arithmetic, Book I., to page 66. Strive to develop quickness and accuracy in the fundamental operations by presenting such operations, to pupils prepared for them, in the manner outlined in Speer's Elementary Arithmetic.

Writing.

Merrill's Vertical Copy Book, No. 3, Intermediate Series. See suggestions of First Semester.

Geography.

Teach the earth's surface by observation of the features about us. Then present earth as a whole, by means of globe, its size, form, motions, zones, seasons, and surface.

Present hemispheres, continents, oceans, large islands, chief land and water divisions, by sand table. Teach forms of land and water, as island, continent, peninsula, isthmus, cape, lake, ocean, sea, gulf, bay strait, harbor, plain, hill, valley, mountain, river, brook, spring, by observation as far as practicable, and then by means of sand table. Use Werner's Introductory Geography to page 59.

Present a general idea of Iowa by means of map. Use sand table, draw outlines, and use also pulp maps.

General Lessons.

Digestion, tobacco. See Pathfinder Series, No. 2. National flag. Construction and history. See outline of Nature Study and Literature for Third Grade.

Physical Culture.

Review lower limb exercises. Lesson 4, first course.

Lesson 1, advanced course, line work.

Lesson 2, advanced course, basket step. Fancy step march. Selections for recitation with gesture. Extra work, Grade Leaflets. Outlines.

Music.

Interval Cards, First and Second Series; First Reader, Part II. Toward end of Semester, two-part music. Pupils should be able to read simple exercises using single syllable or vowel sound; also to write simple intervals as teacher sings. Use much individual work to promote self-reliance and proper tone-production.

Drawing.

Drawing Book No. 2, Prang's Complete Course, together with clay modeling and more drawing from nature. Systematic study of the primary colors with their tints.

JUNIOR FOURTH GRADE.

Reading.

Begin use of Baldwin's School Reading by Grades, Fourth Year. Select lessons in harmony with other topics. Continue Word Study. Use dictionary much, and much supplementary sight reading along lines in harmony with Nature Study and Literature topics.

Language.

Teach correct forms of the most common irregular verbs. Lead pupils to utilize new words in conversation and written work. Secure discrimination in the use of synonyms and opposites. Continue to utilize Nature Study topics. Write stories from words given. Reproduce matter previously read. Describe pictures, objects, and scenes. Use Metcalf's Language Exercises, Part II., chapters 6, 7. Select lessons from Metcalf with reference to pupils' needs and in harmony with above suggestions. Accept no carelessly written work.

Spelling.

Use Stickney's Word by Word-Advanced, to page 29. Begin use of book by pupil. Study to impress the form of the word in the "mind's eye." Require neat writing. Do not pronounce words too rapidly. Study and utilize the suggestions given in the Speller. Require occasionally the diacritical marking of words. Supplement with words from reading, geography and language lessons.

Arithmetic.

Follow the suggestions and limits of work as laid down in Southworth's Essentials, Book I., pages 66 to 98. Aim to secure quickness and accuracy in fundamental operations. Drill occasionally with cards. Accept no carelessly written work. Supplement the work occasionally with problems taken from Stoddard's New Intellectual. Pupils not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 1, Standard Series. Exercises on loose paper. Accept no careless work.

Geography.

Present relief and drainage of North America, its animal life, countries, first inhabitants. Present also a general idea of states and territories, going somewhat into detail in the study of Iowa. (Follow outline of North America given immediately after Course of study, using italicized words.) Use Werner's Introductory Geography, pages 59 to 103. Use sand table, pulp maps and draw outlines. Also use pictures.

General Lessons.

Nervous system, respiration. See Pathfinder Series, No. 2. Carefully follow the outline of Nature Study and Literature for Fourth Grade.

Physical Culture.

Review Third Grade work. Lesson 4, first course.

Music.

Interval cards, Second and Third Series; Second Series of Charts; First Reader, Part II.; Second Reader, Part I. Review two-part music of First Reader. Exercises and songs from Second Reader. Daily scale practice, as in Senior Second Grade, using divided beat. Write scales with and without signature, using sharps and flats as they occur. Drill in intervals containing sharp four, sharp five, and flat seven. Ear training, sing intervals containing simple chromatics, pupils naming or writing the same.

Drawing.

Drawing Book No. 3, of Prang's Complete Course, together with clay modeling and more drawing from nature. Study light. Express same in three planes, light, shade, and cast shadow. Systematic study of primary colors with their tints and shades.

NATURE STUDY, LITERATURE AND HISTORY. FOR FOURTH GRADE.*

September—Beetles and their life history. Study of aster, general structure and use of parts.

October—Study of cray fish, its general plan and structure. Common autumn varieties of flowers. Columbus' discovery of America.

November—Study of some characteristic vertebrate. What is a vertebrate? Read Mrs. Heman's Landing of the Pilgrims. Thanksgiving.

December—Study of bluffs and rocks about Sioux City. Stories of Valley Forge. Evergreens. Christmas stories.

January—Study of coal. Granite, its composition, etc. Read "The Uprising," page 101 of Baldwin's Reader.

February—Heat, its sources, effects on metals, water, air; leading to study of climate and zones. Ventilation and winds. Stories of Lincoln.

March—Germination of seeds. Characteristics of the box elder, maple and elm.

April—Parts of a flower, using botanical terms, uses of each. Study of tadpole. Read "Concord Hymn," page 168, Baldwin's Reader.

May—Continue study of tadpole and evolution of frog. Deeds of heroism from the Civil War.

June—Study of Columbine.

*See list of books on Nature Study, given under "References" in Preliminary Grade. Consult also the books in Teachers' Library.

SENIOR FOURTH GRADE.

Reading.

Complete Baldwin's School Reading by Grades, Fourth Year. Continue Word Study, including diacritical marks. Call frequently for substance of lessons in pupil's own language. Note punctuation marks and capital letters. Select reading in harmony with Nature Study, Literature and other topics.

Language.

Utilize Nature Study topics and geographical topics in compositions. Note changes in words to denote one or more. Combine statements. Unite several related sentences into a smooth paragraph. Continue the study of paragraphing. Metcalf's Language Exercises, Part II., completed. Select lessons from Metcalf with reference to pupils' needs and in harmony with above suggestions. Accept no careless writing.

Spelling.

Use Stickney's Word by Word-Advanced, pages 29 to 45. Study to impress the form of the word. Require neat writing. Do not pronounce too rapidly. Study and utilize the suggestions in Speller. Occasionally require the diacritical marking of words. Supplement with words from reading, geography and language lessons.

Arithmetic.

Follow suggestions and limits as laid down in Southworth's Essentials, Book I., pages 98 to 124. Insist on accuracy and quickness in fundamental operations. Accept no carelessly written work. Supplement occasionally with problems taken from Stoddard's New Intellectual. Pupils not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 2, Standard Series. Require pupils' best efforts in all kinds of written work.

Geography.

Present a brief survey of British America, Mexico, Central America, West Indies, South America and Europe, following the plan of Werner's Introductory Geography given on pages 103 to 143. In study of these continents, see also outlines of North America given immediately after Course of Study. Discuss also rainfall, water sheds, erosion, soil making. Continue use of sand table, relief, outline and pulp maps and pictures.

General Lessons.

Physiology—Circulation, the bones. See Pathfinder Series, No. 2. Carefully follow the outline of Nature Study and Literature for Fourth Grade.

Physical Culture.

Review Lesson 7 (Chart work outlines). Lesson 2, line work. Fancy step march. Suitable selections for recitations. Marching three times a week, observing laws. Extra work. Grade Leaflets.

Music.

Interval Cards, Second and Third Series; Second Series Charts; Second Reader, Part I. Scales daily as in Second Grade, using one and one-half pulsations. Seek to develop independence in singing either soprano or alto by selecting exercises within the range of all voices and allowing parts to alternate. Read frequently new exercises and songs, using single syllable or vowel sound. Familiarize pupils with terms "Diatonic" and "Chromatic." Ear training, as in Junior Fourth Grade.

Drawing.

Drawing Book No. 4 of Prang's Complete Course, together with clay modeling and more drawing from nature. Study light and shade of objects. Express same in three planes, light, shade, and cast shadow. Systematic study of primary colors with their tints and shades.

JUNIOR FIFTH GRADE.

Reading.

Begin use of Baldwin's School Reading by Grades, Fifth Year. See suggestions of Fourth Grade. Continue Word Study. Practice silent reading for rapid thought gathering. Select reading in harmony with Nature Study and other topics as far as possible.

Language.

Emphasize the prompt recognition of parts of speech by reference to their literal meaning. Continue the study of the forms of irregular verbs. Teach general use of capitals and marks. Frequent exercises in use of synonyms and opposites. Utilize the Nature Study topics in written work. Accept no careless writing. Use Metcalf's Language Exercises, Part III., to page 181. Select lessons from Metcalf with reference to pupils' needs and in harmony with above suggestions.

Spelling.

Use Stickney's Word by Word-Advanced, pages 45 to 63. Study

to impress the form of the word on the "mind's eye." Require neat writing. Do not pronounce too rapidly. Study and utilize suggestions in Speller. Occasionally require the diacritical marking of words. Supplement with words from reading, geography and language.

Arithmetic.

Follow the lines of work indicated in Southworth's Essentials, Book I., pages 124 to 158. Insist on quickness and accuracy in the fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 3, Standard Series. Use loose paper. Practice spelling lessons. Drill in movement. Permit no careless writing in any subject.

Geography.

Present brief survey of Asia, Africa and Australia, following the plan given in pages 145 to 183 of Werner's Introductory Geography. In study of these continents see also outline of topics for study of North America given immediately after the Course of Study. Continue the use of sand table, relief, outline and pulp maps and pictures.

General Lessons.

Physiology—The muscles, the skin. See Pathfinder Series, No. 2. Nature Study and History, three periods per week. See outline for Fifth Grade.

Physical Culture.

All previous work reviewed. Lesson 5. See outline for Grade.

Music.

Interval Cards, Second and Third Series; Second Series of Charts; Second Reader, Part I. Review all of Senior Fourth Grade work. Develop thoroughly system of applying names to chromatics. Be exacting as to time, tune, pitch, accent, phrasing and expression. Drill daily in scales as in Senior Second and Junior Third Grades, using triplet and twice divided beat. Drill in intervals containing sharp four, sharp five, sharp one, and flat seven, flat three. Special drills will be indicated by Supervisor of Music during Semester.

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Drawing.

Drawing Book No. 5 of Prang's Complete Course. Clay modeling. More drawing from nature. Study light and shade of objects. Express same in three planes as before. Systematic study of intermediate colors with their tints and shades.

NATURE STUDY, LITERATURE AND HISTORY. FOR FIFTH GRADE.*

September—Insects and their relations with flowers. Study of Lewis and Clarke's Expedition.

October—Study form and functions of leaves. Continue Lewis and Clarke's Expedition.

November—Study some typical vertebrate and learn the essential characteristics of that class. Read "The American Indian," page 185, Baldwin's Reader.

December—Study property of quartz, feldspar and mica, and their ready recognition. Boston Tea Party.

January—Study of evaporation and condensation, formation of rain, hail, frost and snow.

February—Water, its work in erosion, transportation, and deposit. Scenes from Washington's life.

March—Opening of cocoons. Chief characteristics of oak and cottonwood. Story of Nathan Hale.

April—Study of some familiar bird, its classification, etc. Read "Old Ironsides."

May—Study of some familiar flower, describing its parts, uses, etc. Deeds of heroism from the Civil War.

June—Read "The Mystery of the Tadpole," page 113, Baldwin's Reader. Classification of the frog.

*See list of books on Nature Study, given under "References" in Preliminary Grade. Also consult books in Teachers' Library.

SENIOR FIFTH GRADE.

Reading.

Complete Baldwin's School Reading by Grades, Fifth Year. Continue Word Study and thought getting. Ascertain what related thoughts the selection suggests. Use dictionary for new words. Point out beauties in expression and reference. Select lessons with reference to other lines of work.

Language.

Dwell on correct forms of verbs and correct use of adjectives. Frequent exercises in use of synonyms, homonyms, and opposites.

Continue to teach paragraphing. Original compositions upon subjects derived from Nature Study and History. Accept no careless writing. Metcalf's Language Exercises, Part III., completed and the whole book reviewed, with reference to pupils' needs and in harmony with the above suggestions.

Spelling.

Stickney's Word by Word-Advanced, pages 63 to 81. Study to impress the picture of the word in the "mind's eye." Require neat writing. Do not pronounce too rapidly. Utilize suggestions given in Speller. Occasionally require the diacritical marking of words. Supplement with words from reading, geography and language lessons.

Arithmetic.

Complete Southworth's Essentials, Book I from page 158, and review the entire book. Insist on quickness and accuracy in the fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils are not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 4, Standard Series. Permit no careless writing in any subject.

Geography.

Begin use of Werner's Grammar School Geography and discuss topics in the order assigned to page 115. In study of North America make prominent its physical features, as well as those of the U. S. In study of U. S. see outline for the detailed study of a country at close of Course of Study. Continue the use of sand table, relief, outline and pulp maps and pictures.

General Lessons.

Effects of alcohol, nerve action, hygiene of the nervous system. See Parkhurst Series, No. 2. Nature Study and History, three periods per week. See outline for Fifth Grade.

Physical Culture.

Review Lesson 5. Teach Lesson 6. Review Lesson 2, line work. Teach the first two figures of Lesson 3 and the first three figures of Lesson 4, advanced class. Fancy marching three times a week, and recitations. See work from Grade Leaflets.

Music.

Interval Charts, Three and Four Series; Second Series Charts; Second Reader, Part I, Songs 1 to 30. For sight reading use single syl-

lable, single vowel sound or words of exercises or songs as much as possible. Individual work. Frequently allow two-part music to be sung by one voice on each part. See remarks under Senior Fourth Grade. Special drills indicated by Supervisor during Semester.

Drawing.

Drawing Book No. 6, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade. Systematic study of intermediate colors with their tints and shades.

JUNIOR SIXTH GRADE.

Reading.

Read about half of Baldwin's School Reading by Grades, Sixth Year. Continue Word Study. Take up simile and metaphor. Follow suggestions for Fifth Grade.

Language.

Secure prompt recognition of parts of speech from use rather than from form. Teach discriminative use of adjectives and relative pronouns. Utilize topics from other lines of work. Accept no careless writing. Hyde's Lessons in English, Part III., to page 98, and Part IV. from page 187 to 206. Select lessons with reference to needs of pupils and in harmony with above topics.

Spelling.

Stickney's Word by Word-Advanced, pages 81 to 97. Impress the correct picture of the words in the "mind's eye." Require neat writing. Do not pronounce rapidly. Utilize suggestions in Speller. Occasionally require the diacritical markings of words. Supplement with words taken from reading, geography and language lessons.

Arithmetic.

Follow Southworth's Essentials, Book II., from page 1 to 106. Insist on accurate and quick work in fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils need not secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 5, Standard Series. Accept no careless work in any subject.

Geography.

Use Werner's Grammar School Geography, pages 115 to 175. Devote much time to study of U. S. in detail. See outline at close of Course of Study. Make a thorough study of Iowa when that state is reached. Continue the use of sand table, relief, outline and pulp maps and pictures.

General Lessons.

Physiology The bones and muscles; their structure and use. Steele's Hygienic Physiology for pupils' use. Scientific temperance instruction twice a week, current events once a week, and Nature Study and History twice a week. Study of grains, parts, etc. Dissemination of seeds. Formation of sandstone, limestone. Adhesion and cohesion. Characteristics of the Indians. Mode of living, [illegible] War Eagle. Leading incidents of Columbus' life. How he discovered America.

Physical Culture.

Review of Third Grade work. Teach Lesson 5. Outline for Grade.

Music.

[illegible] Third and Fourth Series; Second Series of Charts; Second Reader, Part I. Develop [illegible] steps and half steps; [illegible] Continue individual singing. See [illegible] Special care to boys whose [illegible] How to find [illegible] boisterous singing. See [illegible] Seek ever to improve [illegible] Appeal to pupils' imagination in [illegible]

Drawing.

[illegible] Complete course. Clay modeling. [illegible] Special attention to gradation of [illegible] Systematic study of color [illegible] Color-clay with their [illegible]

[illegible]

[illegible]

[illegible] Sixth Year. Continue [illegible] Make the imag- [illegible] Use lessons with [illegible]

Language.

Emphasize verb study. Drill on forms. Develop habit of self criticism in pupil. Complete Parts III. and IV. of Hyde's Lessons in English, pages 98-187 and 206-222, and review the book with reference to pupils' needs. Accept no careless writing.

Spelling.

Stickney's Word by Word-Advanced, pages 97 to 111. Lead pupils to get a correct picture of the word. Require neat writing. Do not pronounce too rapidly. Utilize the suggestions in Speller. Occasionally require the diacritical marking of words. Supplement with words from reading, geography and language lessons.

Arithmetic.

Use Southworth's Essentials, Book II., pages 106 to 149. Insist on accurate and quick work in fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils need not secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 6, Standard Series. Accept no careless writing in any subject.

Geography.

Use Werner's Grammar School Geography, pages 175 to 251. Detailed study of South America and Europe. See outline. Continue the use of sand table, relief, outline and pulp maps and pictures.

General Lessons.

Physiology—The skin, its uses, structure, care, etc.; respiration, voice, and review of effects of stimulants and narcotics twice a week. Pupils use Steele's Hygienic Physiology. Current events once a week. Nature Study and History twice a week. Sources of heat, its effects upon climate. Study of ventilation. Critical study of leaves, shape, arrangement, venation and uses. Gravitation. De Soto's Discovery of the Mississippi. La Salle's Explorations. How the territory of Louisiana was acquired. Sioux Massacre of 1862. Fix the six great epochs of American history as given in Barnes' Brief History of U. S.

Physical Culture.

Review Lesson 8. Teach Lesson 9. Teach last two figures of Lesson 3 and first figure of Lesson 6, advanced course. Fancy marching three times a week, and suitable selections for recitations. Extra work from Leaflets. Bell's, if desired, first series.

Music.

Interval Cards, Third and Fourth Series; Second Series of Charts; Introductory Third Reader to page 74. Practice and write major and minor seconds and thirds. Drill daily in chromatic intervals. Explain double sharp and double flat. See remarks under Senior Fifth and Junior Sixth Grades.

Drawing.

Same as First Semester.

JUNIOR SEVENTH GRADE.

Reading.

Read about half of Baldwin's School Reading by Grades, Seventh Year, with supplementary reading from standard authors. Study the selections as literature. Continue Word Study.

Grammar.

Develop in pupils the habit of noting their own language, and criticising it. Whitney and Lockwood's English Grammar to page 60.

Spelling.

Stickney's Word by Word-Advanced, pages 111 to 127. Lead pupils to form a correct picture of the word. Accept no careless writing. Do not pronounce too rapidly. Utilize suggestions in Speller. Occasionally require the diacritical marking of words. Supplement with words taken from reading, geography and other lessons.

Arithmetic.

Use Southworth's Essentials, Book II., pages 149 to 188. Accept no carelessly written work. Supplement occasionally with Stoddard's New Intellectual. Pupils need not secure Stoddard's. Other problems in line with written work.

Writing.

Insist that all written work be neatly done. Accept no careless work.

Geography.

Use Werner's Grammar School Geography, pages 251 to close. Detailed study of Asia, Africa and Australia, with the chief islands of the Pacific. See outline. Also comparisons, etc., at close of book. Thorough review of United States, with a brief outline of the great discoverers.

General Lessons.

Physiology—Circulation and digestion. Effects of stimulants and narcotics three times a week. Pupils use Steele's Hygienic Physiology. Current events once a week. United States history once a week. Begin use of Barnes' Brief History of United States. Complete to end of sixteenth century, or the epoch of Early Discoveries and Settlements.

Physical Culture.

Review Sixth Grade work. Teach Lesson 9. Extra work from Leaflets. Bell's second series.

Music.

Interval Cards, Third and Fourth Series; Second Series of Charts; Introductory Third Reader to page 85. Drill daily in major and minor, also augmented and diminished intervals. Practice harmonic and melodic forms of minor scales using names, syllables, etc., as in Senior Second and Junior Third Grades. See remarks under Senior Fifth and Junior Sixth Grades.

Drawing.

Drawing Book No. 8, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade and artistic rendering. Systematic study of the grays, blue-gray, green-gray, violet-gray and gray-gray, with their tints and shades.

SENIOR SEVENTH GRADE.

Reading.

Complete Baldwin's School Reading by Grades, Seventh Year, with supplementary reading from standard authors. Study the selections as literature. Continue Word Study.

Grammar.

Develop discriminative use of pronouns and adjectives, Whitney & Lockwood's English Grammar, pages 60 to 106.

Spelling.

Stickney's Word by Word-Advanced, pages 127 to 141. Lead pupils to form a correct picture of the word. Accept no careless writing. Do not pronounce too rapidly. Utilize suggestions given in Speller. Occasionally require the diacritical marking of words. Supplement with words from reading, geography and other lessons.

Arithmetic.

Use Southworth's Essentials, Book II., pages 188 to 213, and include annual interest. Accept no carelessly written work. Supplement occasionally with Stoddard's New Intellectual. Pupils need not secure Stoddard's. Use other problems in line with written work.

Writing.

Insist on careful and neat work in all written exercises. Accept no careless work.

History, U. S.

Barnes' Brief History of U. S. to the close of war of 1812, page 172, or the epochs, Development of the Colonies, Revolutionary War and Development of the States to Monroe's Administration.

General Lessons.

Physiology--Special senses, effects of stimulants and narcotics, three times a week. Pupils use Steele's Hygienic Physiology. Sound- How conveyed, best conductors. Light—Analysis, uses, kinds, light and ventilation in buildings. Language lesson from these topics once a week. Current events once a week.

Physical Culture.

Review Lesson 9. Teach Lesson 10. Line work as outlined for Grade. Extra work from Leaflets. First series of wand exercises. Fancy marching three times a week. Recitations with gestures.

Music.

Interval Cards, Fourth Series; Second Series Charts; Introductory Third Reader completed. Drill in intervals of harmonic minor scales. Write major and relative minor scales (harmonic and melodic). See remarks under Senior Fifth and Junior Sixth Grades.

Drawing.

Same as First Semester.

JUNIOR EIGHTH GRADE.

Reading

Read about half of Baldwin's School Reading by Grades, Eighth Year. Wide supplementary reading from standard authors. Study selections as to [illegible] special attention to figures of speech and [illegible] Word Study.

Grammar.

Drill much on building up verbs from their principal parts. Fix the conjugations. Whitney & Lockwood's English Grammar, pages 106 to 184.

Composition.

In connection with other subjects. Insist on good penmanship.

Spelling.

Stickney's Word by Word-Advanced, pages 141 to close. Accept no careless writing. Utilize suggestions given in speller. Supplement with words from other lessons.

Arithmetic.

Use Southworth's Essentials, Book II., beginning at page 209 and finishing all new subjects. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils need not secure Stoddard's.

U. S. History.

Barnes' Brief History of U. S. Complete fourth epoch from Monroe's Administration through epoch of Civil War to page 281.

Physiology.

Nervous system, hints for the sick room and emergencies, poisons, etc., three times a week. Use Steele's Hygienic Physiology. One lesson per week, open for any subject not thoroughly mastered. Current events once a week.

Physical Culture.

Review Seventh Grade work. Teach Lessons 5, 6 and 10, advanced course.

Music.

Interval Cards, Fourth Series; exercises and songs selected from Third Reader. Review interval work of Seventh Grade. Practice reading from F clef. Write and name triads of major scales. See remarks under Senior Fifth and Junior Sixth Grades. Supplementary work will be indicated by Supervisor during Semester.

Drawing.

Drawing Book No. 9, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade, artistic rendering, pictorial design. Systematic study of colors in grays, red-gray, orange-gray, yellow-gray, with their tints and shades.

SENIOR EIGHTH GRADE.

Reading.

Complete Baldwin's School Reading by Grades, Eighth Year. See suggestions of Junior Eighth Grade.

Grammar.

Diagram and parse some. Require many examples to illustrate rules and definitions.

Whitney & Lockwood's English Grammar, pages 184 to 246, and review.

Spelling.

Stickney's Word by Word-Advanced. Select lessons in any part of the book. Study literal meaning of words. Supplement with words from other subjects.

Arithmetic.

Use Southworth's Essentials, Book II., appendix 2, and review all previous work, specially emphasizing G. C. D., L. C. M., roots and powers, order of performing fundamental operations, etc. . Division (long or short) of polynomials, binomial theorem, product of sum and difference of two quantities by inspection. Teach definitions of terms used.

Government of Iowa.

Barnes' Brief History of U. S. Complete sixth epoch and review for a period of six weeks. Then follow with Macy's Iowa Government Book, including Constitution of Iowa, for the remaining twelve weeks of the Semester.

Physiology.

Review of all topics with special reference to the effects of stimulants and narcotics, three times per week. Utilize one period per week for any line of study that is behind. Current events once a week.

Physical Culture.

Teach Lessons 7, 8, 9 of advanced course. Review all previous work. Extra work from leaflets. Second series of wand exercises. Fancy drills with marching three times a week. Recitations with gestures. Teacher may use the text book which is furnished for this grade.

Music.

Interval Cards, Fourth Series; Third Reader completed. Review interval work of Seventh Grade. Write and name triads of major

and relative minor scales. See remarks under Senior Fifth and Junior Sixth Grades. Supplementary work will be indicated by Supervisor during Semester.

Drawing.

Same as First Semester.

GEOGRAPHY OUTLINES.

For the Study of North America.

WATERS.

Hudson Bay and Strait, Baffin's, Davis, St. Lawrence, Fundy, Chesapeake, *Mexico*, *Caribbean*, California, San Francisco, Puget, Behring Sea and Strait.

LANDS.

Banks Land, Cockburn, Cumberland, *Greenland*, *Iceland*, *Newfoundland*, Long Island, Bahamas, West Indies, Vancouver, Q. Charlotte, Sitka, Aleutian.

Melville, *Labrador*, *Nova Scotia*, *Florida*, Yucatan, L. California, Alaska. Isthmus of *Panama* or Darien, Barrow, Race, *Sable*, *Cod* Hatteras, *San Lucas*, *Mendocino*, Flattery, Pr. of Wales.

SURFACE.

Appalachian, Cordilleras, Height of Land, Cascade, Sierra Nevada, Coast, *Rocky*, Ozark, Sierra Madre.

McKenzie, *St. Lawrence*, *Mississippi*, *Missouri*, Ohio, Rio Grande, Colorado, Columbia, Yukon.

Gt. Lakes, Gt. Salt, Winnipeg, Slave, Bear, Champlain, Chapala, Nicaragua.

Forests, prairies, rich soil, barren.

Niagara, Natural Bridge, Mammoth Cave, Yosemite, National Park, Grand Canon.

CLIMATE.

Study winds and currents of the globe as affected by heat of the equator, cold of the poles, and motion of the earth; *climate as affected by latitude*, *elevation*, *slope*, *nearness to sea*, winds and currents, barriers.

Teach the following, giving cause of each: Cold Labrador, warmer Alaska, icy Greenland and Iceland (geysers), temperate U. S.; hot, moist Mexican coast, cool Mexican interior; moist S. E. states; American Desert.

PEOPLE.

Densely populated districts; sparsely populated districts; Ottawa, Montreal, Quebec, *Washington*, *New York*, *Chicago*, *Philadelphia*, *Boston*, Brooklyn, *St. Louis*, Baltimore, Charleston, Savannah, New Orleans, Cincinnati, Cleveland, Louisville, Denver, Kansas City, Salt Lake City, *San Francisco*, *St. Paul*, *Minneapolis*, *Omaha*, Mexico. Each state and its capital. Occupations as influenced by climate and surface conditions.

PRODUCTIONS.

Wheat belt, corn belt, cotton belt, rice district, grazing district, mining districts, coal, iron, lead, gold and silver districts, fishing coasts, fur regions, tropical fruits.

(For the Detailed Study of a Country.)

I—LOCATION.

I. Mathematical: Latitude and longitude of isolated divisions.
II. Relative position and boundary.
III. Size: (By comparison.)
IV. Outline: Make outline map.
    1. Coast.
        a. Waters: Seas, gulfs, etc.
        b. Lands: Islands, capes, etc.
    2. Border mountains, rivers, lakes.

II—SURFACE.

Mould relief in sand and make permanent relief moulds.

I. General Surface: Position of highlands, lowlands, slopes, etc.
II. Specific:
    1. Mountains.
    2. Rivers and lakes.
    3. Soil and forestry.
    4. Miscellaneous features.
III. Draw surface map.

III—CLIMATE.

I. Heat: Influenced by latitude, elevation, slopes, winds, seas, etc.
II. Moisture: Influenced by winds, barriers.
III. Healthfulness: Influenced by I. and II.
IV. Make Map, showing climate and causes.

IV—POPULATION.

I. Density: Cities and towns.
II. Character of people as to industry, education, religion.
III. Government.
IV. Occupations, as influenced by all of the above features.

V—PRODUCTIONS. Make map of products.

I. Natural.
    1. Animal.
    2. Vegetable.
    3. Mineral.
II. Manufactured.

VI—COMMERCE.

I. Class.
    1. Domestic.
        a. Receipts: What? Whence?
        b. Shipments: What? Whither?
    2. Foreign.
        a. Imports: What? Whence?
        b. Exports: What? Whither?
II. Means.
    1. Railroads, canals, steamship lines, rivers, caravans.
    2. Make commercial map.

VII—MAKE CHART COLLECTION OF PICTURES.

COURSE OF STUDY--Sioux City High School.

FIRST YEAR.

	CLASSICAL	LATIN-SCIENTIFIC	LATIN-GERMAN	ENGLISH-GERMAN	PERIODS WKLY
1st Sem.	Latin Algebra English	Latin Algebra English	Latin Algebra English	Physiology Algebra English	5 5 5
2nd Sem.	Latin Algebra History of Greece English	Latin Algebra History of Greece English	Latin Algebra History of Greece English	Higher Arithmetic Algebra History of Greece English	5 5 3 3

SECOND YEAR.

	CLASSICAL	LATIN-SCIENTIFIC	LATIN-GERMAN	ENGLISH-GERMAN	PERIODS WKLY
1st Sem.	Cæsar Algebra History of Rome English	Cæsar Algebra History of Rome English	Cæsar Algebra History of Rome English	German I Algebra History of Rome English	5 5 5 3
2nd Sem.	Cæsar and Cicero Botany History of England English	Cæsar and Cicero Botany History of England English	Cæsar and Cicero Botany History of England English	German II Botany History of England English	5 5 5 3

COURSE OF STUDY--Continued--Sioux City High School.

THIRD YEAR.

	CLASSICAL	LATIN-SCIENTIFIC	LATIN-GERMAN	ENGLISH-GERMAN	PERIODS WKLY
1st Sem.	Cicero Greek Geometry English	Cicero Chemistry Geometry English	Cicero German I Geometry English	German III Chemistry Geometry English	5 5 5 3
2nd Sem.	Cicero and Virgil Greek Geometry English	Cicero and Virgil Chemistry Geometry English	Cicero and Virgil German II Geometry English	German IV Chemistry Geometry English	5 5 5 3

FOURTH YEAR.

	CLASSICAL	LATIN-SCIENTIFIC	LATIN-GERMAN	ENGLISH-GERMAN	PERIODS WKLY
1st Sem.	Virgil Physics Greek English	Virgil Physics Astronomy English	Virgil Physics German III English	German V Physics Ast En	5 5
2nd Sem.	Virgil and Ovid Physics Greek English	Virgil and Ovid Physics Political Economy or U. S. History English.	Virgil and Ovid Physics German IV English	Gern Ph Political U. S. Eng	

Music, two lessons per week. Optional after second year.

Every student in third and fourth year classes is required to prepare and deliver at least one oration during each Semester.

Courses in Zoology, Geology, Physical Geography and General Biology, will be offered at any time when the number of students applying is large enough to warrant the formation of a class.

Special work may be elected only with the consent of the principal. No one, however, who has not completed the work of the first year in some regular course, will be permitted, unless under exceptional circumstances, to take work properly belonging in higher classes.

COURSE OF STUDY IN ENGLISH.

FIRST YEAR.

1st Sem. Rhetoric and Composition, two periods per week; Literature, three periods per week, Longfellow, Whittier and Scott.

2d Sem. Rhetoric and Composition, one period per week; Literature, two periods per week, Irving and Hawthorne.

SECOND YEAR.

1st Sem. Rhetoric and Composition, one period per week; Literature, two periods per week, Holmes, Bryant and Lowell.

2d Sem. Rhetoric and Composition, one period per week; Literature, two periods per week, Shakespeare's Julius Caesar, Burke's Speech on Conciliation with America, Emerson's Essays, selected.

THIRD YEAR.

Literature, three periods per week.

1st Sem. Shakespeare's Merchant of Venice; Tennyson's The Princess, Idyls of the King, and minor Poems; Burns' Cotter's Saturday Night and Other Poems.

2d Sem. Carlyle's Essay on Burns, De Quincey's Flight of a Tartar Tribe, Ruskin's Sesame and Lilies, Macaulay's Essay on Milton and Addison.

FOURTH YEAR.

Literature, three periods per week.

1st Sem. The history of the early and middle periods of English Literature, the central figures being Chaucer, Spenser, Shakespeare, and Milton's Faerie Queen, Cantos I. and II. of Book 1; Shakespeare's Plays, selected, with a study of the development of the modern drama.

2d Sem. Bacon's Essays, selected; Milton's Paradise Lost, Books I. and II., and Minor Poems; the history of the later periods of English Literature, the central figures being Dryden, Pope, Wordsworth, Tennyson and Browning; selections from Dryden, Pope, Addison, Gray, Goldsmith, Cooper, Byron, Wordsworth, Coleridge, Shelly, Keats, Tennyson and Browning.

Part of the work outlined above, and especially that in the fourth year, is to be done as supplementary reading. The selections will vary from time to time, at the discretion of the instructor, to meet the needs of different classes, and to comply with college entrance requirements. Rhetoric and composition throughout the third and fourth years.

COURSE OF STUDY IN GERMAN.

FIRST YEAR.

I. Joynes-Meissner's Grammar with exercises to page 105.
II. Grammar, Part 1. Van Daell's Reader to page 40.

SECOND YEAR.

III. Grammar continued through Part II. Harris' Prose Composition, Part I. Reader completed.
IV. Grammar continued to page 255. Harris' Prose Composition, Part II. Schiller's Der Neffe als Onkel. Bernhardt's Novelletten.

THIRD YEAR.

V. Grammar, completed and reviewed. Harris' Prose Composition, Part III. Schiller's Wilhelm Tell, Bernhardt's Novelletten.
VI. Harris' Prose Composition, completed. A short history of German Literature. Auerbach's Brigetta, read and reported in German. Lessing's Minna von Barnhelm. Storm's Immensee for sight translation. German conversation throughout the course.

COMMERCIAL COURSE.

FIRST SEMESTER.

Arithmetic, Theory of Accounts, Penmanship, Letter Writing and Commercial Law.

SECOND SEMESTER.

Civics, Actual Business Practice, Economics, Penmanship, Theory and Practice in Parliamentary Law.

At the beginning of each Semester, certain books in the City Library will be designated which students pursuing the Commercial Course will be required to read.

Students from the High School who have credit for equivalent work in Arithmetic, Civics and Economics, will be graduated from the Commercial Course upon completion of the remaining studies. In some cases this may be accomplished in one Semester.

TEXT BOOKS IN USE.

HIGH SCHOOL.

Arithmetic—Higher, Well's Academic.
Algebra—Wentworth's School.
Astronomy—Young's.
Bookkeeping—Powers'.
Botany—Spalding's.
Chemistry—Remsen's Elements.
Civics—Fiske's Civil Government.
Commercial Law—Powers'.
English—Keeler & Davis' Studies in English Composition.
Geology—Le Conte's Compend.
Geometry—Wentworth's.

German—Joynes-Meissner's Grammar; Van Daell's Reader; Schiller's Der Neffe als Onkel, Wilhelm Tell; Harris' Composition and Meissner's German Conversation. Werner's Modern Language Series, Parts I., II. and III.

Greek—Goodwin's Grammar; White's Beginner's Greek Book; Goodwin's Anabasis; Keep's Iliad; Collar and Daniell's Prose.

History—Myer's General History; Montgomery's History of England.

Latin—Allen & Greenough's Grammar; Tuell and Fowler's First Book in Latin; Kelsey's Caesar; Kelsey's Cicero; Greenough & Kittredge's Virgil; Kelsey's Ovid; Daniell's Prose, I., II. Any standard text in Caesar, Cicero, Virgil and Ovid can be used.

Literature—Selected texts.
Physics—Gage's Principles.
Physiology—Hutchinson's.
Political Economy—Laughlin's.
Zoology—Packard's and Manual.

GRAMMAR AND PRIMARY GRADES.

Arithmetic—Southworth's Essentials, Books I. and II., and Stoddard's Intellectual.
Civil Government—Macy's Iowa Government Book.
Drawing—Prang's Course.

Grammar—Whitney-Lockwood.

Geography—Werner's Introductory and Grammar School, Part I. and Part II.; for teachers' use, Frye's Child and Nature.

History—Barnes' History of U. S.

Language—Metcalf's Language Exercises and Hyde's Lessons in English, without supplement.

Music—Normal Music Course.

Physiology—Steele's Hygienic Physiology. Pathfinder Series, for teachers' use.

Reading—Finch Primer, Baldwin's School Reading by Grades, First Year, Second Year, Third Year, Fourth Year, Fifth Year, Sixth Year, Seventh Year and Eighth Year. A large variety of supplementary readers furnished by the Board of Education.

Spelling—Stickney's Word by Word, Primary for teachers' use; Stickney's Word by Word-Advanced.

Writing—Merrill's Vertical Copy Books, Intermediate and Standard Series.

TEACHERS' LIBRARY.

Class A—Psychology.

1	Hand Book of Psychology	Sully
2	The Teacher's Psychology	Welch
3	Mental Science and Culture	Brooks
4	First Three Years of Childhood	Perez
5	Education of Man	Froebel
6	Conduct of the Understanding, 3 volumes	Locke
9	Mind Studies for Young Teachers	Allen
10	Educational Psychology	Hopkins
11	Habit in Education	Radestock
12	Development Lesson, 2 volumes	Preyer
14	Senses and Will	Preyer
15	Outline Study of Man	Hopkins
16	Cultivation of the Memory, 2 volumes	Eldredge
18	A Pot of Green Feathers	Rooper
19	A Study of Child Nature	Harrison
20	Psychology, Volumes I. and II	Payne
22	Compayre's Elements of Psychology	Payne
23	Psychology Applied to the Art of Teaching	Baldwin
24	Psychology of Childhood	Tracy
25	The Development of the Intellect	Preyer
26	Select Works of Ribot	Ribot
27	Practical Lessons in Psychology	Krohn
28	Mental Development in the Child	Preyer
29	Thinking, Feeling, Doing	Scripture
30	Methods of Mind Training	Aiken
31	Education of the Central Nervous System	Halleck
32	The Sub-Conscious Self	Waldstein
33	The Growth of the Brain	Donaldson
34	Child Study	Groszmann
35	Inductive Psychology	Kirkpatrick

CLASS B—General Pedagogy and History of Education.

1	Education as a Science	Bain
2	Philosophy of Education, 2 volumes	Rosenkranz

4	Locke on Education	Quick
5	True Order of Studies	Hill
6	Lectures on Teaching	Fitch
7	Elements of Pedagogy	White
8	Lectures on Teaching	Joseph Payne
9	Lectures on Science and Art of Education	Joseph Payne
10	Education	Spencer
11	Educational Mosaics	Morgan
12	Talks with Teachers	Mayo
13	Unconscious Tuition	Huntingdon
14	The Action of Examinations	Latham
15	Theory and Practice, 2 volumes	Page
17	History of Pedagogy	Hailman
18	History of Education	Painter
19	Educational Reformers	Quick
20	Pestalozzi, pamphlet	Phelps
21	Froebel, pamphlet	Phelps
22	Socrates, pamphlet	Phelps
23	Mann, pamphlet	Phelps
24	Life of Dr. Thomas Arnold	Stanley
25	Life of Horace Mann	Mann
26	John Amos Comenius	Laurie
27	Reminiscences of Froebel	Mann
28	Autobiography of Froebel	Mann
29	Education in the United States	Boone
30	Conduct as a Fine Art	Gilman & Jackson
31	The Teacher's Commercial Value	Bardeen
32	How Shall My Child Be Taught?	Hopkins
33	Moral Instruction of Children	Adler
34	Prussian Schools Through American Eyes	Parsons
35	Notes on American Schools and Colleges	Fitch
36	History of Modern Education	Williams
37	Higher Education in Iowa	Parker
38	Higher Education in Tennessee, 2 volumes	Merriam
40	History of Education in Connecticut, 3 volumes	Steiner
43	History of Education in Delaware, 3 volumes	Powell
46	History of Higher Education in Rhode Island	Tolman
46	Proceedings Iowa Academy of Sciences, 2 volumes	Osborne
49	Talks on Pedagogics	Parker
50	The Spirit of the New Education	Hopkins
51	First Years at School	Sinclair
52	Household Education	Martineau
53	School Management	White
54	Literary Landmarks	Burt

55 Gentle Measures in Training the Young---------Abbott
56 General Method---------McMurry
57 A New Life in Education---------Durell
58 Graded Schools in America---------Page
59 Training of Teachers in America---------Bramwell & Hughes
60 Science of Education---------Herbart
61 Education of Man---------Froebel
62 A Manual of Pedagogics---------Putnam
63 Extension Bulletin Summer School---------
64 Herbart and the Herbartians---------De Garmo
65 History of Pedagogy---------Compayre
66 Educational Creed---------Dewey
Demands of Sociology upon Pedagogy---------Small
67 Means and Ends of Education---------Spalding
68 Froebel's Educational Laws---------Hughes
69 The Heart of a Boy---------De Amicis
70 Science in Education---------Herbart
71 Bibliography of Education---------Monroe

CLASS C—Methods.

1 Normal Methods---------Brooks
2 In the School Room---------Hart
3 Art of Teaching---------Ogden
4 Methods of Teaching, 2 volumes---------Swett
6 Art of School Management---------Baldwin
7 Principles and Practice---------Johonnot
8 Methods of Instruction---------Wickersham
9 Industrial Education---------Love
10 Methods of Teaching in Country Schools---------Lind
11 School Inspection---------Fearon
12 Normal Methods, 2 volumes---------Holbrook
14 The Teacher---------Blakiston
15 School Ventilation---------Morrison
16 The Way to Teach and How Not to Teach---------Griffin
17 Methods of Teaching and Studying History---------Hall
18 The Teaching of Geography---------Geike
19 Quincy Method, 6 volumes---------Patridge
25 Securing and Retaining Attention---------Hughes
26 Mistakes in Teaching---------Hughes
27 Parker's Talks on Teaching, 7 volumes---------Patridge
33 The Practical Teacher, 3 volumes---------Parker
36 Methods of Teaching in Geography---------Crocker
37 Methods in Written Arithmetic---------Cook
38 School Management---------Kellogg

39	School Devices	Shaw & Donnell
40	On Class Teaching	Eldredge
41	On Discipline	Eldredge
42	Development Lessons	DeGraff
43	Spelling Tract	Parker
44	How to Study Geography	Parker
45	Essentials to Geography	Fisher
46	Methods and Aids in Geography, 6 volumes	King
52	School Economy	Wickersham
53	Practical Work in the School Room	Yonge
54	Course of the Quincy Schools	Yonge
55	Course of Study and Methods of Teaching	Prince
56	School Management	Holbrook
57	Rosmini's Method in Education	Grey
58	Practical Hints for Teachers	Howland
59	Geographical Studies	Ritter
60	Development Lessons	DeGraff & Smith
61	How to Study United States History	Trainer
62	Brooks and Brook Basins	Frye
63	Supplementary Arithmetic	Giffin
64	Waymarks for Teachers, 2 volumes	Arnold
66	Special Method for History and Literature	McMurry
67	Arithmetic for Primary Grades	Fisher
68	Methods of Education in America	Zimmerman
69	Special Methods in Geography	McMurry
70	How to Study and Teach History	Hinsdale
71	Improvement of the Senses	Grant
72	The Sentence Method of Reading	Farnham
73	Studies in Historical Method	Barnes
74	Paper and Scissors in the Schoolroom	Weaver
75	A Hand Book of Vocal Music	Tufts
76	Oswego Methods in Geography	Farnham
77	The Problem of Elementary Composition	Spalding
78	Teaching the Language Arts	Hinsdale
79	How to Conduct the Recitation	McMurry
80	Phonics and Reading	Van Liew-Lucas
81	The Method of the Recitation	McMurry
82	Studies in Literary Composition	Skinner

CLASS D—Primary and Kindergarten.

1	Kindergarten Songs and Plays	Pollock
2	Guide to Kindergarten	Peabody
3	Kindergarten and School	Peabody
4	Kindergarten Culture	Hailman

5 **The Kindergarten** ---------- Douai
6 **Explanations of the Kindergarten** ---------- Froebel
7 **Paradise of Childhood, 6 volumes** ---------- Wiebe
13 **Kindergarten Guide** ---------- Krauss
14 **Primary Methods, 3 volumes** ---------- Hailman
17 **Primary Object Lessons, 3 volumes** ---------- Calkins
20 **Observation Lessons in Primary Schools, 2 volumes** ---------- Hopkins
22 **Lessons on Color, 2 volumes** ---------- Crocker
24 **Education by Doing** ---------- Johnson
25 **Grube Method in Arithmetic, 2 volumes** ---------- Seeley
27 **The Child, 2 volumes** ---------- Kriege
29 **The Child and Child Nature** ---------- Buelow
30 **Songs for Little Children** ---------- Smith
31 **Pollard's Manual of Synthetic Reading and Spelling** ---------- Pollard
32 **Children's Rights** ---------- Wiggin
33 **Lectures to Kindergartners** ---------- Peabody
34 **Early Training of Children** ---------- Malleson
35 **Nature Myths and Stories, 2 volumes** ---------- Cooke
37 **A Study of Child Nature, 2 volumes** ---------- Harrison
39 **How John and I Brought Up the Child** ---------- Grinnell
40 **A Child's Garden of Verses** ---------- Stevenson
41 **In the Child's World, 2 volumes** ---------- Poulsson
43 **Children, Their Models and Critics** ---------- Aldrich
44 **Symbolic Education** ---------- Blow
45 **Skyward and Back** ---------- Robinson
46 **Classic Myths** ---------- Judd
47 **Contents of Children's Minds** ---------- Hall
48 **Songs for Little Children, Parts I. and II** ---------- Smith
50 **Merry Songs and Games** ---------- Hubbard
51 **Motion Songs for Public Schools** ---------- Pray
52 **Studies of Childhood** ---------- Sully
53 **Kindergarten Principles and Practice** ---------- Wiggin
54 **Pedagogics of the Kindergarten** ---------- Jarvis
55 **The First School Year** ---------- Beebe
56 **Froebel's Gifts** ---------- Wiggin and Smith
57 **Stories of Old Greece** ---------- Firth
58 **First Year Nature Reader** ---------- Beebe-Kingsley
59 **'Round the Year in Myth and Song** ---------- Holbrook

CLASS E—Travel and Geography.

1 **Boy Travelers in Ceylon and India** ---------- Knox
2 **Boy Travelers in Russia** ---------- Knox
3 **Boy Travelers in Japan and China** ---------- Knox

4	Boy Travelers in Siam and Java	Knox
5	Boy Travelers in South America	Knox
6	Boy Travelers in Australia	Knox
7	Boy Travelers in Mexico	Knox
8	Boy Travelers on the Congo	Knox
9	Zigzag Journeys in Classic Lands	Butterworth
10	Zigzag Journeys in Europe	Butterworth
11	Zigzag Journeys in the Sunny South	Butterworth
12	Zigzag Journeys in Northern Lands	Butterworth
13	Zigzag Journeys in Acadia	Butterworth
14	Zigzag Journeys in the Orient	Butterworth
15	Zigzag Journeys in Historic Lands	Butterworth
16	Zigzag Journeys in the Occident	Butterworth
17	Zigzag Journeys in the Levant	Butterworth
18	Family Flights Around Home	Hale
19	Family Flights Through Spain	Hale
20	Family Flights Over Egypt and Syria	Hale
21	Family Flights Through France, Germany, etc	Hale
22	Family Flights in Mexico	Hale
23	Stanley's Adventures in Africa	Headley
24	What Darwin Saw	Harper
25	Manual of Geography	Redway
26	Geographical Readers, 1, 2, 3, 4, 5	King
31	A Smaller Commercial Geography	Chisholm
32	Saunterings	Warner
33	Lessons in the New Geography	Trotter
34	Picturesque Alaska	Woodman
35	The World and Its People, Modern Europe	Coe
36	Stories of Australasia	Pratt
37	Stories of India	Pratt
38	Stories of China	Pratt
39	Northern Europe	Pratt
40	Stories of England	Pratt
41	Stories of Industry, Volumes I. and II	Chase
43	On the Banks of the Amazon	Kingston
44	Great Cities of the Modern World	Smith
45	Geography of Iowa	Gilchrist
46	Essentials of Geography	Fisher
47	Uncle Roberts' Visit	Parker
48	A Grammar School Geography	Tilden
49	Around the World—First Book	Carroll
50	Views in Africa	Badlam
51	King's Geographical Reader—Book VI.—Northern Europe	
52	We Two Alone in Europe	Ninde

53 Our Industries ---------- Winship
54 Geographical Reader—Asia ---------- Carpenter

CLASS F—History.

1 The Story of Ancient Egypt ---------- Rawlinson
2 The Story of Media, Babylon and Persia ---------- Ragozin
3 The Story of Persia ---------- Benjamin
4 The Story of Phoenicia ---------- Rawlinson
5 The Story of Assyria ---------- Ragozin
6 The Story of Chaldea ---------- Ragozin
7 The Story of the Jews ---------- Hesmer
8 The Story of Carthage ---------- Church
9 The Story of Rome ---------- Gilman
10 The Story of Alexander's Empire ---------- Mahaffy
11 The Story of the Goths ---------- Bradley
12 The Story of the Saracens ---------- Gilman
13 The Story of the Moors in Spain ---------- Lane-Poole
14 The Story of Mediaeval France ---------- Masson
15 The Story of the Normans ---------- Jewett
16 The Story of Hungary ---------- Vambery
17 The Story of Turkey ---------- Lane-Poole
18 The Story of Germany ---------- Baring-Gould
19 The Story of Norway ---------- Boyesen
20 The Story of Spain ---------- Hale
21 The Story of Holland ---------- Rogers
22 The Story of Ireland ---------- Lawless
23 The Story of Mexico ---------- Hale
24 The Story of Greece ---------- Harrison
25 Stories of the War ---------- Blaisdell
26 The Colonial Era ---------- Fisher
27 Historical Geography of the United States ---------- MacCoun
28 The Old South ---------- Page
29 Beginnings of New England ---------- Fiske
30 Critical Period of American History ---------- Fiske
31 Young Folks' Book of American Explorers ---------- Higgins
32 The Colonies ---------- Thwaite
33 Building the Nation ---------- Coffin
34 English History for American Readers ---------- Higgins & Channing
35 A Hand Book of Iowa ----------
36 Pathfinder in American History ---------- Gordy & Twitchell
37 American Politics ---------- Johnston
38 Stories of the Red Children ---------- Brooks
39 Old Times in the Colonies ---------- Coffin

40 The Story of Iliad---Church
41 Stories of Great Americans for Little Americans---Eggleston
42 Stories of Colonial Children---Pratt
43 American History Stories—Vols. 1, 2, 3, 4---Pratt
47 Stories of the United States for Youngest Readers---Davis
48 Fifty Famous Stories Retold---Baldwin
49 Early History Stories of North, South and Central America---Corbett and Content
50 History of Plymouth Plantation---Bradford
51 American Life and Adventure---Eggleston
52 La Salle and the Discovery of the Great West---Parkman
53 Pilgrims and Puritans---Moore
54 A Short History of the English Colonies in America---Lodge
55 History of Mexico---Moll
56 Stories of Great Inventors---Macomber
57 Cuba in War Time---Davis
58 The Beginners of a Nation---Eggleston
59 Stories of American Pioneers---Educational Pub. Co.
60 The Children's Life of Abraham Lincoln---Putnam
61 The American Revolution, Vols. I. and II---Fiske
63 Sheldon's American History---Sheldon
64 Sheldon's History-Teacher's Manual---Sheldon
69 Studies in History—4 volumes---Fling and Caldwell

CLASS G—Helps for Science Teaching.

1 Earth and Man---Guyot
2 Sea Islands of Alaska---Elliott
3 Bodley Family Telling Stories---Scudder
4 Bodleys on Wheels and Bodleys Afoot---Scudder
5 Bodleys Abroad and Bodley Grandchildren---Scudder
6 Seven Little Sisters, 6 volumes---Andrews
13 Each and All, 6 volumes---Andrews
19 Geographical Reader---Johonnot
20 Geography of the Oceans, 2 volumes---Williams
22 History of a Mouthful of Bread---Mace
23 Physiography---Huxley
24 Fairy Land of Science, 4 volumes---Buckley
28 Simple Experiments, 6 volumes---Woodhull
34 Our World, No. 2---Hall
35 Outline of Lessons in Botany---Newell
36 Glimpses of the Animate World---Johonnot
37 Practical Zoology---Colton
38 Birds---Tenney

39	Fishes and Reptiles	Tenney
40	Sea Urchins, Star Fishes and Coral	Tenney
41	Quadrupeds	Tenney
42	Bees, Butterflies and Other Insects	Tenney
43	Sea Shells and River Shells	Tenney
44	Common Minerals and Rocks	Crosby
45	Common Hydroids, Corals and Echinoderms	Hyatt
46	A First Lesson in Natural History	Agassiz
47	The Oyster, Clam and Other Common Mollusk	Hyatt
48	First Lessons on Minerals	Richards
49	Hints for Teachers of Physiology	Bowditch
50	Observation Lessons on Common Minerals	Clapp
51	About Pebbles	Hyatt
52	Concerning a Few Common Plants	Goodale
53	Worms and Crustacea	Hyatt
54	Insecta	Hyatt
55	Observation Lessons in Elementary Science	Hopkins
56	The World and Its People, Our American Neighbors	Dunton
57	The Ocean World	Fignier
58	Our World Reader, No. 1	Hall
59	Physical Geography, 2 volumes	Geikie
61	Walks and Talks in the Geologic Field	Winchell
62	Our World. No. 1 and No. 2	Hall
64	Outlines of Lessons in Botany, Parts I. and II	Newell
66	Birds Through an Opera Glass	Merriam
67	Up and Down the Brooks	Bamford
68	Coal and the Coal Mines	Greene
69	Pepacton	Burroughs
70	Object Lessons, How to Teach Them, volumes I. and II	Rick
72	Winter Sunshine	Burroughs
73	Nature Study	Jackman
74	Nature Stories for Young Readers	Bass
75	Birds, Bees and Sharp Eyes	Burroughs
76	Little Flower People	Hale
77	Cat-Tails and Other Tales	Howliston
78	Longman's Object Lessons	Salmon & Green
79	Iowa Geological Survey, Volumes I., II., III., IV	Bain
83	Moths and Butterflies	Ballard
84	First Science Reader	Nelson
85	Geological Excursions	Winchell
86	Our Common Birds and How to Know Them	Grant
87	Nature Study	Jackman
88	Tenants of an Old Farm	McCook
89	In Bird Land	Keyser

90 Systematic Science Teaching, 2 volumes---------- Howe
92 Little Flower Folks---------- ---------- ---------- Pratt
94 My Saturday Bird Class---------- Miller
95 Nature Stories for Young Readers, Plant Life---------- Bass
96 Nature Study for Young Readers, Animal Life---------- Bass
97 A Year Among the Trees---------- Flagg
98 Home Studies in Nature---------- Treat
99 Elements of Entomology---------- ---------- Eberhart
100 Bulletin of U. S. National Museum---------- Smith
101 Geology of Woodbury County---------- Bain
102 Iowa Geological Survey, 1894, Volume IV----------
103 Stories Mother Nature Told---------- Andrews
104 Iowa Geological Survey, 1895, Vol. V----------
105 How to Know Wild Flowers---------- Dana
106 Stories from Garden and Field----------
107 The Fairyland of Flowers---------- Pratt
108 Trees of Northern United States---------- Apgar
109 All the Year Round—Part 1—Autumn ---------- Strong
110 All the Year Round—Part 11—Winter ---------- Strong
111 All the Year Round—Part III—Spring ---------- Strong
112 Nature Study and Related Subjects, Parts I. and II---------- Jackman
114 Stories of Birdland---------- ---------- Chase
115 Plant World ---------- Bergen
116 Plants and Their Children---------- Dana
117 Spiders, Their Structure and Habits---------- Emerton
118 The Hall of Shells---------- Hardy
119 The Plant World---------- ---------- Vincent
120 In Brook and Bayou---------- Bayliss
121 Trees and Shrubs of New England---------- Knoebel
122 The Beetles of New England---------- Knoebel
123 Day Butterflies and Duskflyers of New England---------- Knoebel
124 Curious Homes and Their Tenants---------- Beard
125 A Song of Life---------- Morley
126 Inductive Physical Science---------- ---------- Bailey
127 Elementary Economics---------- ---------- Davenport
128 The Story of the Birds---------- Baskett
129 Nature Study in Elementary Schools---------- Wilson
130 Elementary Meteorology---------- ---------- Waldo

CLASS H—Miscellaneous.

1 Intellectual Development of Europe, Nos. 1 and 2---------- Draper
3 Morals and Manners---------- ---------- Gow
4 New Gymnastics---------- ---------- Dio Lewis
5 Leonard and Gertrude---------- ---------- Pestalozzi

6	**Emile**	Rousseau
7	**Levana**	Richter
8	**Sex in Education**	Clark
9	**The Evolution of Dodd**	Smith
10	**The Man Without a Country**	Hale
11	**Animal Intelligence**	Romanes
12	**Bulfinch's Mythology. (The Age of Chivalry)**	Hale
13	**Bulfinch's Mythology. (The Age of Fables)**	Hale
14	**The Schoolmaster in Literature**	Eggleston
15	**Words and Their Uses**	White
16	**Humors of School Life**	Sheeley
17	**Day Dreams of a Schoolmaster**	Thompson
18	**Old School Days**	Harris
19	**Report of the Commissioner of Education**	Harris
20	**Benjamin Franklin and the University of Pennsylvania**	Harris
21	**Ear and Voice Training**	Calkins
22	**How to Get Strong**	Blakie
23	**On the Use of Words**	Eldredge
24	**Laura Bridgeman, 2 volumes**	Lamson
26	**The Technique of Rest**	Brackett
27	**Report on Forestry, '93**	Fernon
28	**A Little Journey in the World**	Warner
29	**The Power of the Will**	Sharman
30	**The Building of Character**	Miller
31	**House Journal '94**	
32	**Senate Journal '94**	
33	**Roderick Hume**	Bardeen
34	**Iowa Educational Directory, '94-'95**	
35	**Iowa Documents, Volumes I., II., III., IV., V**	
40	**Transactions Iowa Horticultural Society**	
41	**Iowa Agricultural Report**	
42	**Pioneer Law Makers of Iowa**	
43	**Shorthand Instruction and Practice**	
44	**Report of Treasurer of Iowa**	
45	**Proceedings of Iowa Academy of Sciences**	
46	**Eleventh Census of United States**	
47	**Official Bulletin of N. E. A., '95**	
48	**Bureau of Labor Statistics for Iowa, 1894-5**	
49	**Chinook Texts**	Boas
50	**Ten Boys**	Andrews
51	**Biennial Report of State Librarian, 1895**	
52	**Walks and Talks**	Smith
53	**Biennial Report of State Superintendent of Instruction, '95**	Sabin
54	**Iowa Official Register**	

55 House Journal, 1896
56 Senate Journal, 1896
57 Report of Commissioner of Education (10 vols.)
67 Addresses and Proceedings of N. E. A., Denver, Colo, 1895
68 Iowa Documents, Vols. I.-V. 1896
73 Addresses and Proceedings of N. E. A., Buffalo, N. Y., 1896
74 Census of Iowa, 1895
75 The Children's Second Reader—Cyr
76 How to Take Care of Our Eyes—Angell
77 Notes for Boys—Hewett
78 The Book Lover—Baldwin
79 Uncle Sam's Secrets—Austin
80 De Soto, Marquette and La Salle—Pratt
Total Number of Books in Teachers' Library—580

CLASS 1—Periodicals.

Child Study Monthly.
Education.
Geographical Magazine.
Iowa Normal Monthly.
Journal of Education.
Midland Schools.
Normal Instructor.
Popular Educator.
Primary Education.
Public School Journal.
School Board Journal.
School Education.
School Journal.
South Dakota Educator.
Western Teacher.
Woodbury County Teacher.

ORGANIZATION OF SCHOOLS, 1897-8.

SUPERVISION.

SUPERINTENDENT—H. E. KRATZ.

Office—High School Building, Twelfth and Jackson Streets.
Office Hours—8:30 to 11:00 a. m. Mondays; 4:00 to 5:00 p. m. every school day.
Stenographer in Office—Miss Rosanna A. Goodwin, 309 Market Street; 8:30 a. m. to 12:00 m., 1:00 to 5:30 p. m. every week day.
Supervisor of Music—Frederick Heizer, 911 Virginia Street; at Superintendent's office every Wednesday, 4:00 to 5:00 p. m.
High School Principal—W. H. Turnbull, High School Building, Twelfth and Jackson Streets.

BUILDINGS AND TEACHERS.

HIGH SCHOOL—Twelfth and Jackson Streets.

TEACHER.	No. Years Taught.	Years Taught in Sioux City.	Where Educated.	Graduated.	Grade
W. H. Turnbull	6	3	U. of Mich	U. of Mich	Principal
Mrs. H. K. Del Fosse	26	13	Oakhill Sem	Oakhill Sem	Latin
Miss Frances M. Cobb	11	9	O. Female Col	O. Female Col	Algebra
Mrs. E. P. Farr	11½	9	U. of Iowa	U. of Iowa	Geometry
Miss Gertrude W. Dawley	9	5	U. of Iowa	U. of Iowa	Latin
Miss Harriet E. Day	11½	5	Cornell Univ	Cornell Univ	Literature
R. H. Burton Smith	2	2	Yale Univ	Yale Univ	English
S. C Dobson	1	1	Purdue Univ	Purdue Univ	Physics
J. B. Becher	3	1	U. of Neb	U. of Neb	Chemistry
Miss Charlotte Burgess	6	5	U. of Wis	U. of Wis	English
Miss Kate D. Bucknam	4	2	U. of Wis	U. of Wis	History
Miss Bertha M. Blum	1	1	U. of Iowa		German
Miss Cora Brotherton	4	½	Knox College	Knox College	English
F. M. Harding	17	8	Indiana Normal	Indiana Normal	Commercial
Miss Elizabeth McKichan	8	5	S. C. H. S	S. C. H. S	S. & J. 7

John McGuire, Janitor.
Andrew Kregness, Engineer.

ARMSTRONG—Eighth and Pierce Streets.

TEACHER.	No. Years Taught.	Years Taught in Sioux City.	Where Educated.	Graduated.	Grade.
W. M. Stevens	19½	3½	New London Lit. & Sci. Int	New London Lit. & Sci. Int	Principal
Mrs. R. W. Sloan	14	7	Iowa St. Normal	Iowa St. Normal	S. 8
Miss Anna Gray	16	9	Doane College		J. 8
Miss Mollie Sawyers	18	18	S. C. H. S.	S. C. H. S.	S. & J. 7
Miss Meta E. Grandy	10	9	Lindenwood Col		S. & J. 6
Miss Luella L. Packer	6	6	S. C. H. S. & T. S.	S. C. H. S. & T. S.	S. & J. 5
Miss Blanche Lewis	11	11	S. C. H. S.	S. C. H. S.	S. & J 4
Miss Margaret Coulter	9	6	S. C. T. S.	S. C. T. S.	S. & J. 3
Mrs. M. B. Cochrane	6	4	Rome Academy		S. & J. 2
Mrs. E. H. Boehmler	29	28	Baraboo Sem	Baraboo Sem	S. 1
Mrs. M. B. Stewart	29	22	N. Y. Seminary		J. 1

Wm. B. Leeds, Janitor.

BANCROFT—Eleventh and Pearl Streets.

					Principal
Mrs. A. Armstrong	26	14	Springfield Col	Springfield Col	S. & J. 7
Miss Mary E. McCarty	16	16	S. C. H. S	S. C. H. S	S. & J. 6
Miss Nellie V. Malone	7	7	S. C. T. S	S. C. T. S	S. & J. 5
Miss Alma L. Barnes	6	6	S. C. T. S	S. C. T. S	S. & J. 4
Miss Alice McCarty	7	7	S. C. H. S. & T. S	S. C. H. S. & T. S	S. & J. 3
Mrs. Ruth Van Husen	17	10	St. Louis H. S	St. Louis H. S	2 & S. 1
Mrs. May M. Brown	14½	5½	K'gtn. Train. Sch	K'gtn. Train Sch	Preliminary

J. B. Hilgers, Janitor.

HOPKINS—Panoah and West Eighth Streets.

TEACHER.	No. Years Taught.	Years Taught in Sioux City.	Where Educated.	Graduated.	Grade.
Miss Cora A. Holbrook	16	9	Westfield Acad	Westfield Acad	Principal
Miss Mattie A. Connolly	11	8	LeMars H. S	LeMars H. S	J. 8 & S. 7
Miss Edith Van Sickle	11	4	Washington Acad	Washington Acad	J. 6 & S. 5
Mrs. C. C. Booth	18	10	Oberlin College	Weston H. S	J. 6 & S. 5
Miss Maggie Kennedy	10	10	S. C. H. S	S. C. H. S	J. 5
Miss Alice Richmond	13	13	St. Mary's Hall, Faribault, Minn.		S. 4
Miss Anna McCullough	3	3	S. C. H. S. & T. S	S. C. H. S. & T. S	J. 4
Miss Kate F. McCarty	12	12	S. C. H. S	S. C. H. S	S. 3
Miss Ellen R. McGuire	8	8	S. C. H. S. & T. S	S. C. H. S. & T. S	J. 3
Miss Bessie E. Jackson	1	3	S. C. T. S	S. C. T. S	S. 2
Miss Lizette Strauss	10	10	S. C. H. S	S. C. H. S	J. 2 & S. 1
Miss Clara Dineen	11	11	Dominican Sisters		S. 1
Mrs. Clara Merrill	28	7	Manchester Schools		Preliminary

Perry Pierson, Janitor.

HUNT—Twentieth and Jackson Streets.

Miss Frances Burrington	13	9	Flint, Mich. H. S	Flint, Mich. H. S	J. 2, S. 1, Pre.

H. M. Ingwersen, Janitor.

IRVING—Eleventh and Jennings Streets.

TEACHER.	No. Years Taught.	Years Taught in Sioux City.	Where Educated.	Graduated.	Grade.
Miss Ella C. Truman	16	9	N. Y. St. Normal		Principal
Miss Florence E. Keene	12	7	Iowa Co. Normal	Iowa Co. Normal	S. & J. 6
Miss Etta R. Griffin	7	7	S. C. H. S. & T. S	S. C. H. S. & T. S	S. & J. 5
Miss Belle P. Sloan	1	1	S. C. H. S. & T. S	S. C. H. S. & T. S	J. 5 & S. 4
Miss Julia E. Ross	15	13	S. C. H. S.		J. 4
Miss Mildred M. Hood	1	1	S. C. H. S. & T. S	S. C. H. S. & T. S	S. & J. 3
Miss Belle Eiseman	6	6	S. C. H. S. & T. S	S. C. H. S. & T. S	S. & J. 2
Miss Mabel M. Hoyt	7	7	S. C. H. S. & T. S	S. C. H. S. & T. S	S. & J. 1
Miss Harriet Buchanan	15	7	Kankakee, Ill. H. S	Kankakee, Ill. H. S	Preliminary

John Erhardt, Janitor.

LONGFELLOW—Morningside.

Miss Ella A. Hawkins	23	8	Mich. St. Normal	Mich. St. Normal	Principal
Miss Nellie M. Carr	9	6	Cornell College		8 & S. 7
Miss Mattie E. Adair	4	4	S. C. T. S	S. C. T. S	J. 7 & S. 6
Miss Minnie F. Allen	8	4	Neb. St. Normal	Neb. St. Normal	J. 6 & S. 5
Miss Bridgetta Conlan	4	4	S. C. T. S	S. C. T. S	J. 5 & S. 4
Miss May I. Grandy	5	3	S. C. H. S.		J. 4 & S. 3
Miss Edith W. Fogg	2	2	S. C. H. S. & T. S	S. C. H. S. & T. S	J. 3 & S. 2
Miss Bertha Wyatt	14	9	Albion Seminary	Albion Seminary	J. 2 & S. 1
Miss Fannie A. Palmer	22	20	Rock Island H. S	Rock Island H. S	J. 1, Pre.

E. L. Fowler, Janitor.

MANN—West Third and Bluff Streets.

TEACHER.	No. Years Taught.	Years Taught in Sioux City.	Where Educated	Graduated	Grade
					Principal
Mrs. M. E. McKichan	24	15	Morin College	Morin College	J. 1 & Pre.
Miss B. M. Nelon	—	28	Oswego Normal	Oswego Normal	J. & S. 4
Miss Janie Shanley	13½	13½	S. C. H. S		J. & S. 3
Miss Frederica Strauss	7	7	S. C. H. S. & T. S	S. C. H. S. & T. S	2 & S. 1

Elbert Stevens, Janitor.

PEABODY—Third and Prospect Streets.

					Principal
Miss Kate M. Griffin	14	11	S. C. Schools		J. & S. 4
Miss Helen Corkery	21½	8	S. C. H. S		S. & J. 3
Miss Marie Young	1	1	S. C. H. S. & T. S	S. C. H. S. & T. S	S. & J. 2
Miss Elizabeth Rood	4	4	S. C. T. S	S. C. T. S	S. & J. 1
Miss Elizabeth Davelaar	6½	6½	S. C. H. S. & T. S	S. C. H. S. & T. S	Preliminary

Richard Bickerton, Janitor.

RIVERSIDE.

					Principal
Miss Helen M. Kaump	3	3	S. C. H. S. & T. S	S. C. H. S. & T. S	3, 4 & 5
Miss Evarista O'Brien	1	1	S. C. H. S. & T. S	S. C. H. S. & T. S	1 & 2

Lee Maynard, Janitor.

SMITH'S VILLA.

Miss Daisy E. Wilder	2	2	S. C. H. S. & T. S	S. C. H. S. & T. S	J. 2, 1, Pre.

WEBSTER—West Fifth and Market Streets.

TEACHER.	No. Years Taught	Years Taught in Sioux City.	Where Educated	Graduated.	Grade.
Miss Mary Ashford	16	14	S. C. H. S	S. C. H. S	Principal
Mrs. Florence M. True	14	6	Lenox College	Lenox College	S. & J. 8
Miss Frances Hall	13	11	Cornell College		S. & J. 7
Miss Abbie E. Sawyer	7½	2½	Ill. State Normal	Ill. State Normal	S. & J. 6
Miss Myrta Richardson	11	10	Chicago Univ	S. C. H. S	S. & J. 5
Miss Marie Schlawig	3	3	S. C. H. S. & T. S.	S. C. H. S. & T. S	S. & J. 4
Miss Florence L. Coats	15	15	S. C. H. S	S. C. H. S	S. & J. 3
Miss Carrie Lubert	14	14	S. C. Schools		S. & J. 3
Miss Gertrude F. Wood	7	7	S. C. H. S. & T. S	S. C. H. S. & T. S	S. & J. 2
Miss Fannie A. Foster	9	5	Mitchell Univ	Mitchell Univ	Preliminary

Ed. Provost, Janitor.

WORCESTER—Dace and Wall Streets.

J. G. Hobson	23	13	Bartlett Acad	National Normal	Principal
Miss Nellie McMaster	13½	11½	Iowa City Acad	Iowa City Acad	8 & 7
Miss Maude McMaster	4	4	Cornell College	Cornell College	S. 7 & J. 6
Miss Regina Jordan	7	7	S. C. T. S	S. C. T. S	S. & J. 5
Miss Susanna Massey	13	11	S. C. H. S		S. & J. 6
Miss Dora Eisentraut	3	2	Morningside Col	Morningside Col	S. & J. 3
Miss Terressa Kennedy	12	9	Neb. State Normal		S. 2
Miss Ella Hubbard	2	2	U. of Wis		J. 2
Miss Anna Johnston	12	11	S. C. H. S		S. 1
Miss Ella R. Zuver	10	9	S. C. H. S		J. 1 & Pre.
Miss Martha A. Foster	4	4	S. C. T. S	S. C. T. S	Preliminary

Wm. Lambert, Janitor.

SUBURBAN SCHOOLS.

GLENN HILL.

TEACHER.	No. Years Taught.	Years Taught in Sioux City.	Where Educated.	Graduated.	Grade.
Miss Mary A. Brother	—	2	S. C. T. S	S. C. T. S	1 to 6

Chas. Foran, Janitor.

LAKEPORT.

Miss Lina C. Dennis	5	3	Iowa State Normal	Iowa State Normal	1 & 2

E. L. Fowler, Janitor.

LOGAN PARK.

Miss Lillie L. Keefe	9	8	N. W. Normal School		1 to 6

SPRINGDALE.

F. W. Swingle	11½	1½	U. of S. D.		1 to 6

W. H. Moorhead, Janitor.

RULES AND REGULATIONS.

BOARD OF EDUCATION.

1. Meetings of the Board of Education.—The annual meeting of the Board for organization shall be held on the third Monday of March of each year, and shall be called to order by the Secretary, who shall act as President pro tempore.

The Board shall elect from its own members a President for the ensuing year as provided by law.

At any meeting of the Board when the President so elected is absent, a President pro tem. shall be chosen.

2. On or before the next regular meeting of the Board after his election, the President shall appoint the following standing committees, consisting of not less than three members each, viz.:

Auditing.
Finance.
Purchasing.
School House.
Teachers.

The first member named on each committee shall be Chairman, and the President shall be, ex officio, member of all the committees.

The Board shall meet as provided by law, on the third Monday of September of each year, and choose from outside the Board a Secretary and Treasurer, who shall each serve one year from time of election.

The regular meetings of the Board shall be held on the first Monday of each month. Special meetings may be held at the call of the President, as provided by law.

4. The meetings shall be called to order by the President. The Secretary shall call the roll of the members, noting absentees, and the minutes of the preceding meeting or meetings, read and corrected, after which they shall be attested by the President.

5. The order of business shall be as follows:

1. Communications addressed to Board.
2. Report and recommendations of Superintendent.
3. Report of committees.
4. Resolutions.
5. Unfinished business.
6. New business.
7. Auditing claims and accounts.

All reports and resolutions shall be in writing.

6. The President shall preside at all meetings of the Board and perform such duties as are provided by law. In addition to his duties so defined, he shall from time to time bring before the Board such matters as in his judgment may require the attention of the Board, and shall at the close of his term of office each year, submit a written report of the general condition of the public schools with his recommendation for changes.

7. The Secretary shall perform such duties as are provided by law. He shall make and keep a list of all property belonging to the Board. He shall file all reports, resolutions and documents acted on by the Board. He shall prepare an annual report and submit it to the Board at its meeting in September of each year. He shall also submit a report of all receipts and disbursements of the district, at its annual meeting in March of each year.

8. The Treasurer shall hold all moneys belonging to the district, and shall pay out the same only on the order of the President, countersigned by the Secretary, and shall keep an account of all receipts and expenditures of the District and shall make a report of same from time to time, as required by the Board. His books shall always be open for inspection.

SUPERINTENDENT.

1. Election and Term of Service.—At the regular meeting of the Board in January of any year in which a term of service shall expire, it shall be the duty of the Board to elect by ballot a Superintendent of the Public Schools. He shall enter upon his duties on the first Monday in July following his election, unless the Board shall designate a different date. His term of service shall be for a period designated by the Board, not to exceed three years. He may be removed after a full hearing, for negligence or misdemeanor in official duty, or by full vote of the Board at any time upon thirty days' notice. At the expiration of his service he shall transmit to his successor in office such records and information as shall enable him to carry forward the work of the schools. A vacancy occurring in the office may be filled at any regular meeting of the Board, or at a special meeting called for that purpose. His salary shall be fixed at the time of his election.

2. The Superintendent shall devote himself exclusively to the duties of his office; shall have general supervision of all the schools in the city; their organization, classification, course of study, and the methods employed in instruction and management. To this end he is constituted the executive officer of the Board, and to him is committed the direction of all employees connected with the schools.

3. He shall inform himself concerning the methods pursued and the work done in other school systems, that he may intelligently suggest lines of improvement.

4. He shall meet the teachers as often as he deems necessary for the purpose of discussing methods of instruction, or management, not less than once in each month. He shall also lay out a course of professional reading for the teachers and apply such tests as he may deem proper to ascertain how thoroughly the course has been pursued.

5. During each school day he shall keep regular office hours, of which due notice shall be given. In case of temporary absence from the city, or of sickness, he shall notify the President of the Board, the Chairman of the Teachers' Committee, or the Clerk, and make suitable provision for the performance of official duties.

6. He shall visit each room as often as possible, note the character and spirit of the work of teachers and pupils, and make such suggestions to either as will promote the interests of the school.

7. He shall conduct, or authorize, all examinations for admission or promotion.

8. He shall recommend to the Board from time to time such district boundaries as shall in his judgment secure the greatest convenience of school attendance possible with the capacity of the several buildings.

9. He may readmit pupils who have been suspended by principals or teachers for any misdemeanor, satisfactory reason having been given him that the fault will be corrected. Or, he may refer the case to the Board.

10. He shall prepare a system of blanks for the various records and reports and supply the teachers therewith.

11. He shall attend the regular meetings of the Board, shall make verbal report of the condition of the schools, promptly reporting any failures on the part of teachers or janitors to perform the duties required of them. At the end of each year he shall prepare a written resume, accompanied by such suggestions as shall make the future work of the schools more effective.

12. He shall ascertain the names of all non-resident pupils and report the same to the Board. He shall each term collect, in advance, all tuition fees, pay the same to the Secretary of the Board and report the amount to the Board.

SUPERVISORS.

1. Supervisors shall, under the direction of the Superintendent, carry out the special work assigned them.

2. They shall assist the Superintendent in the organization of the schools and at the semi-annual examinations, as he shall direct.

3. They shall call together the teachers by grades and instruct them in those subjects over which they have supervision.

4. They shall make out a schedule for regular visitation of each school building at the beginning of the school year, file the same with the Superintendent, give notice to each building of the times they are due, and strictly follow their schedule.

5. They shall make written reports of the progress of their work to the Superintendent as often as he may request.

PRINCIPALS.

1. Principals are in all matters pertaining to their work subject to the direction of the Superintendent.

2. Principals shall visit rooms daily, if possible, study how to improve each line of work, aid the teachers in securing greater efficiency in teaching, and see that the course of study and plans of work suggested by the Superintendent be faithfully carried out. They shall hold meetings of their assistant teachers for conference upon the work in hand at least once a month.

3. Principals shall have the general supervision of the grounds, buildings and appurtenances of their respective schools, and shall be held responsible for any want of care, neatness or cleanliness on the premises. They shall notify the Superintendent of needed repairs, supplies and improvements.

4. They shall have supervision of the schools of their respective buildings in all matters pertaining to discipline. To secure the proper decorum of pupils on the playground and in entering and leaving the building, they may assign teachers to posts of supervision. See Nos. 7 and 8 concerning "Teachers."

5. They shall see that the clocks are regulated according to the standard city time.

6. They shall assist the Superintendent in preparing for and conducting examinations in such ways as he shall direct.

7. It shall be their duty to notify the Superintendent of neglect or inability on the part of teachers or janitors, and to carefully enforce Rule 3, pertaining to tuition of foreign pupils.

8. They shall keep a roll of their own names and the names of teachers of the building where date and amount of absence or tardiness on the part of either shall be recorded. A full report of the same shall be made to the Superintendent once a month.

9. Rules regarding teachers not inconsistent with the above rules shall also be equally binding upon Principals.

10. Principals may be assigned supervision of grade work under direction of the Superintendent.

11. It shall be their duty to examine and assign new pupils to their proper rooms and classes.

12. At the close of the year, they shall send to the Superintendent an inventory of all furniture, supplies and apparatus in their respective schools, and a written statement of all needed repairs.

TEACHERS.

1. All teachers shall be elected annually, and their salaries determined. Reappointments shall occur in May, and new teachers, or teachers to fill vacancies, shall be elected at any regular meeting or special meeting called for the purpose. They shall hold their office during the period for which they are elected, unless sooner removed by the Board. Teachers who marry during the continuance of their contracts shall thereby forfeit their positions.

2. The Superintendent and Teachers' Committee shall fill temporarily all vacancies occurring during the year. The Board may elect such nominated teachers at any regular meeting. Every teacher employed by the Board shall secure a certificate to teach before entering upon her duties, and present the same to the Superintendent for record.

3. Teachers shall at all times be subordinate to the Superintendent, the Supervisors and the Principal of the building, in reasonable requirements.

4. They shall be in their rooms for the admission of pupils, at least twenty (20) minutes before the opening of school both morning and afternoon.

5. Absence except for sickness or other unavoidable circumstance must be by special permission of the Superintendent. In case of unexpected detention from duty, word should be sent to him at once. No teacher will be allowed to resign in order to accept a position elsewhere without giving one month's notice, and securing premission from the Board.

6. They shall acquaint themselves with the regulation of the Board and the course of study, and faithfully administer such parts as pertain to their schools. As often as once in three months they shall read and explain to pupils the rules relating to them, and shall open them to the perusal of each newly admitted pupil.

7. They shall maintain good order and discipline in the rooms at all times, and co-operate with the Principal in the preservation of good order in the halls and on the stairways. To this end they will be supported in the use of reasonable punishments. A neglect in this requirement, or a neglect when assigned to a post of supervision by the Principal to discharge the duties of that post, will be deemed sufficient cause for dismissal.

8. For aid in discipline the assistant shall appeal to the room teacher; the room teacher to the Principal; the Principal to the Superintendent; the Superintendent to the Board. The Superintendent may require special cases to be referred directly from the teacher to him.

9. Teachers shall report at once to the Superintendent in person any case of corporal punishment administered by them. They shall also confer with patrons and endeavor to secure their co-operation in matters of discipline, and plans of work.

10. They shall have constant care of the furniture and apparatus of their respective rooms, guarding them against the slightest misuse by pupils.

11. They shall be required to meet at the call of the Superintendent not oftener than once a week, for conference upon any subjects pertaining to their work. In case of absence a written excuse must be forwarded promptly to the Superintendent. Teachers shall faithfully follow out the methods approved by the Superintendent.

12. They shall be present and assist the Supervisors in their special exercises, and faithfully carry out all instructions given by the Supervisors.

13. They shall give attention to the temperature and ventilation of their rooms, maintaining a temperaure of between 65 and 70 degrees Fahrenheit, and securing pure air, without drafts.

14. Within two weeks after the opening of school each teacher shall prepare a written programme of the work of her room, a copy of which shall be conspicuously placed in the room for reference, and a copy filed in the office of the Superintendent. Changes in the same shall be promptly reported.

15. No teacher shall permit the distribution of any advertisements, announcements of any entertainment, or presentation of any business enterprise in her room without the written consent of the Superintendent.

16. Teachers shall promptly investigate all cases of absence or tardiness of their pupils. No excuse for absence or tardiness shall be considered valid but sickness or some imperative necessity. They shall also promptly notify parents or guardians of every case of unexcused absence or tardiness.

17. Teachers shall make such reports of their work as shall be from time to time required. They shall also promptly respond to any tests the Superintendent may desire to make touching their prescribed course of professional reading.

18. Teachers are prohibited from giving in their school rooms, presents to their pupils, or receiving valuable presents from them.

PUPILS.

1. Pupils shall not be admitted to the schools until they have attained the age of five years. Whenever the teacher is in doubt as to age she may require a written permit from the Superintendent.

There shall be two stated times for the admission of pupils to the lowest primary grades, viz: First two weeks of School in September and last two weeks in January.

2. Pupils shall be required to attend the schools of their respective districts, provided that the Superintendent may, for the purpose of discipline, transfer a pupil. Pupils moving from one district to another, shall bear to the new school, from his former teacher, a card setting forth his grade and total attendance for the year. Provided, that moving on or after April 1st need not affect school residence for the year.

3. Pupils, whose parents or guardians are non-residents, will be received only upon receipt from Secretary of the Board for the payment of tuition. The rates of tuition shall be for

High School----------$2 per month.
Grade School----------$2 per month.

4. Pupils are forbidden to gather about the school premises before the first ringing of the bell. After the first ringing of the bell they will be admitted to the grounds.

5. Each pupil must be provided with the books prescribed by the Board for his respective grade, together with such blank books and aids as are necessary to the regular work of the school. Pupils not so provided, after due notice has been given to the parent, may be reported to the Superintendent.

6. Pupils are required to be regular and punctual in attendance, and to present satisfactory excuse to the teacher for any delinquencies. Pupils are tardy unless they are seated at their desks at the stroke of the hall gong. Careless tardiness will be regarded a punishable offense.

7. Every pupil, absent or tardy, must promptly bring to the teacher a written excuse from parent or guardian. In case a pupil has been absent three half days, or tardy three times in four successive weeks, without valid excuse to the teacher, he shall be reported to the Superintendent and such pupil shall be retained in school only upon assurance that his attendance will be regular and satisfactory, otherwise he shall be suspended until such assurance is given.

8. Pupils must be tidy and cleanly in person. Teachers may send pupils home to remedy unnecessary neglect of this requirement.

9. No pupil in whose person or family has existed any contagious disease shall be admitted to school until the accepted time of contagion has passed, except by certificate of physician that there is no danger of contagion.

10. Pupils are required always to be kind and respectful to one another, and to their teachers; to refrain from the use of tobacco in any form, from profane or obscene language, and when dismissed from school quietly to leave the premises and return directly to their homes.

11. In case any pupil shall deface or injure, in any manner, property belonging to the school, such pupil shall be required to repair such damages. Attention is called to Section 3986, Code of Iowa, 1873, which reads as follows: "If any person wilfully write, make marks or draw characters on the walls or any other part of any church, college, academy, school-house, court-house or other public building, or wilfully injure or deface the same, or any wall or fence enclosing the same, he shall be punished by fine not exceeding one hundred dollars, or by imprisonment in the county jail not more than thirty days."

12. Persistence in even slight offenses, impossible to be enumerated, which detract from the quiet, the general order, or the good appearance of class or school, shall subject the offender to such punishment as the teacher shall believe to be commensurate with the nature and spirit of the offense, even to suspension.

13. Pupils shall be promoted who maintain a standing of 75 per cent. upon the work of their grade. Those who have attained a class standing of 80 per cent. or above in any subject shall be excused from the final examination in that subject. Pupils may be moved to higher or lower grades at any time when in the judgment of the teacher and Superintendent it will be to their interest or that of the school.

14. In arranging programme for High School graduating exercises, the student having attained the highest average standing for the four years, shall be valedictorian, and the student attaining the next highest standing shall be salutatorian. In addition, the members of the graduating class shall select three students from the class, and the instructors of the High School three others, each to deliver an oration or essay. Each member of the graduating class shall prepare a graduating oration or essay.

15. Only actual members of the High School in good standing, or members of Alumni Association, are eligible to membership in the Literary clubs or societies connected with or meeting in the High School building. The Board will, however, on request of the clubs or societies, consider special requests for continuation of membership of students who may for good reasons be compelled to leave the High School before graduating. Members emphasizing the club work to the serious detri-

ment of their class work in High School, shall thereby forfeit membership in their clubs.

16. Pupils will not be allowed to leave the school grounds during school hours, except on account of sickness, or by a written request of the parent, assigning a good reason therefor.

17. Pupils entering the public schools at the commencement of the school year, or at any time during the year thereafter, must comply with the requirements of the rules of the State Board of Health, which are as follows:

Rule 1. Every person entering any public school of Iowa must give satisfactory evidence of protection by vaccination.

Rule 2. The fact of vaccination and protection must be entered with each name on the school record and on transfer and promotion lists.

And it is ordered by the Board of Directors of the Independent District of Sioux City, that in enforcing the above rules, that the evidence of vaccination presented by a pupil shall be either:

First—A certificate of a physician that the pupil has been successfully vaccinated by such physician, or show a scar of previous vaccination.

Second—Teacher may accept his or her own personal examination of a vaccination scar on the pupil as such evidence, in lieu of a physician's certificate.

GENERAL.

1. The school year shall consist of thirty-six weeks, beginning usually with the second Monday in September.

2. Thanksgiving Day with the following Friday, Christmas and New Years, with intervening days, and Decoration Day shall be regular holidays. Other holidays or vacations can be granted only by special vote of the Board.

3. The morning session shall be from 9 a. m. to 11:45 a. m. The afternoon session from 1:30 p. m. to 4 p. m. The Preliminary Grade shall have a recess of ten minutes each session, and dismiss at 11:15 a. m. and 3:15 p. m. The First and Second Grades, same recess, and dismiss at 11:30 a. m. and 3:30 p. m. The Third and Fourth Grades dismiss at 11:45 a. m. and 3:30 p. m. Times given above limit the working periods, no part of which is to be used in getting ready to dismiss.

4. The large bell shall be rung for three minutes, beginning at 8:40 a. m. and 1:10 p. m. It shall be rung for two minutes, beginning at 8:55 a. m. and 1:25 p. m.

5. Salaries shall be paid at the close of each four weeks. Teachers may suffer a reduction of pay for delinquencies under Rules 4 and 11.

JANITORS.

1. All rooms in use are to be swept daily after school and thoroughly dusted in the morning. Janitors must give teachers at least a half hour after time of closing for the completion of school work before they can begin sweeping. Floors are to be thoroughly scrubbed, walls and windows cleansed, at least three times a year, and oftener when necessary.

2. Outhouses, sidewalks and yards are to be kept clean and in good order at all times.

3. Outer doors are to be locked in the absence of teachers while the Janitors are doing their work.

4. Janitors shall attend to the ringing of all bells.

5. They shall maintain heat sufficient to give the required temperature of the rooms. They shall visit each room about the middle of each session, note the temperature and ventilation, and under the direction of the teacher in charge make such corrections in either as are deemed necessary.

6. They shall remain at the several buildings while schools are in session, unless excused by the Principal, and shall exchange supplementary readers, secure supplies, etc., at request of Principal.

7. Cloak rooms opening into halls shall be locked immediately after the assembling of the schools, except where they serve as an entrance to the room, in which case the door between the school room and the cloak room shall be kept open. .

8. They shall occupy the time of vacations in cleaning the building or in making needed repairs.

9. Janitors shall refrain from the use of tobacco in the building.

10. Janitors shall be subject to the Superintendent and Principal in all requirements, and shall make to the chairman of the school house committee monthly reports of personal property and supplies on hand on blanks furnished for that purpose.

SPECIAL.

The Board reserves the authority to restrain its employees in the abuse of privileges herein granted; and to amend, suspend or annul all or any part of these regulations at any time.

ALUMNI OF SIOUX CITY HIGH SCHOOL.

OFFICERS OF ALUMNI ASSOCIATION.

MARIE L. CRADY, '96, President. CARL G. REED, '98, Vice-President.
ALBERT O. WAKEFIELD, '93, Secretary and Treasurer.
Executive Committee—EMILY R. BRUCE, '97, WILBER C. MCNEIL, '94, RUSSELL MARKS, 91.

Name and Residence.	Occupation.	Higher School.
'75—Helen Booge. Died 1891.		
Nellie Cobb..... Mrs. E. H. Hubbard, City	Homekeeper	West Coll. Oxford, O.
Lucy Forbes Mrs. McGee. Wildomer, Cal		
Lelia Patterson, City		
Lizzie Smith, Died 1882		
'77—Abigail Cleland.. Mrs. W. B. Humphrey, City	Homekeeper	
Stella Davis..... Mrs. Wm. Gordon, City	Homekeeper	
Wm. Johns Davis, Died 1883		
Augusta Falkenhainer, City	Teacher	
Lucy Patterson, City		
Jennie Peterson, Calama, Wash.	Teacher	
Frederick Peterson, New York City	Physician	Buffalo Medical College
Hattie Smith..... Mrs. E. G Burkam, City	Homekeeper	Highland Park, Chicago.
Anna Wilson..... Mrs. W. C. C. Cottrell, Died 1895		
'78—Edith Allen. Mrs. J. S. Jordan, City	Homekeeper	
Fannie Allison.... Mrs. E. M. Ferris, City	Homekeeper	
Jennie Bogue.... Mrs. W. M. King, W. Grafton, W. Va.	Homekeeper	Commercial Coll., City

Name and Residence		Occupation.	Higher School.
Mary L. Davis.... Mrs. H. M. Bailey,	City	Homekeeper....	Mt. Holyoke Sem. Mass.
Julia C. Fogarty.	Died 1891		
Lillian F. Hale... Mrs. W. G. Clarke,	Kansas Cy, Mo.	Homekeeper	
Mary Hoskins..... Mrs. L. Wakefield,	City	Homekeeper	Iowa State Normal
John A. Magoun,	City	Woodbury Co. Treas.	
Margaret R. Nairn,	Salix, Ia	Homekeeper	
Jessie G. Skinner Mrs. W. D. Turner,	Hornick, Ia	Homekeeper	University of Wis.
Luella A. Wright... Mrs. W. D. McHenry,	Lonoke, Ark.	Homekeeper	Agricultural College
'79—Ida. L. Adams Mrs. J. A. Collier..	Shakopee, Minn.	Homekeeper	Oberlin University
Mary Ashford,	Homer, Neb	Teacher	
Florence Charles Mrs. F. S. Martin,	Minneapolis, Minn.	Homekeeper	University of Mich.
Kate L. Davis Mrs. A. G. Kennedy	Prescott, Ariz.	Homekeeper	
Anna Falkenhainer Mrs. Frank Clark,	City	Homekeeper	
Benj. R. Hopkins,	City	Mail Carrier	
Mollie L. Sawyers,	City	Teacher	
'80—Cora Fessenden.	Died 1887		
Maria Griffin Mrs. J. F. Gearen,	City	Homekeeper	
Julia O'Connor.	Died 1889		
Mary O'Connor.	Died 1887		
Fannie Patterson Mrs. C. W. Hallen,	Omaha, Neb.	Homekeeper	
Helen Woolworth Mrs. S. H. Moore,	City	Homekeeper	
'81—Grace M. Allen,	City	Book-keeper	
Hattie Allison Mrs. O. C. Servis,	City	Homekeeper	
Bevie Boehmler Mrs. B M. Walker,	Alpine, Cal	Homekeeper	
Florence J. Davis Mrs. W. C. Hutchins,	Died 1897		Mt. Holyoke Seminary
Wilson C. Dibble,	Palo Alto, Cal		Williams College
Kate S. Hubbard,	City	Teacher	Oxford West'n Fem. Sem.

Name and Residence.	Occupation.	Higher School.
James R. Jordan, City	Auditor Lumber Co.	
Charles E. Kirk. Died 1888		
Ada Lozier Mrs. E. S. Pettijohn,	Alma, Mich... Homekeeper	Ill. Wesleyn Univ.
Mary E McCarty, City	Teacher	
Thomas J. McCarty, Holy Cross, Ia	R. C. Priest	St. Francis Coll.
Mary O'Connor, City	Teacher	
Lida Patterson Mrs. J. A. Corbett,	City ... Homekeeper	
'82—Mollie Baker. Died 1894		Peru Normal, Ind.
Rebecca Bedford Mrs. R. F. Merrick..	City ... Homekeeper	
Lula Camp Mrs. W. A. Kifer..	City ... Homekeeper	
Florence L. Coats, City	Teacher	
George Davis, Kansas City	Banker	Poughkeepsie B. Coll.
Frank D. Fales.... Randolph, Neb	Prin. Sc'ls	University of Neb.
Harry S. Hubbard, City	Banker	
M. P. Holman, Sargents Bluffs, Ia	Farmer	
Chauncey Joy, City	Lawyer	Iowa State University
William Myers, City	Photographer	
Addie Sawyers Mrs. D. T. Reynolds,	Col. Springs, Col. Homekeeper	
Helen Smith, Mrs. A. W. Blanchard..	Died 1887	
Milton P. Smith..	City ... Alderman and Mfr.	Drake University
Mary Trudell, Mrs. E. R. Mousseau,	City ... Homekeeper	
'83—Mabel Allison, Mrs. A. J. More	City	
A. B. Anderson, New Castle, Neb	Merchant	
Maggie T. Ashford, Mrs. Dr. Maxwell	Dak. City, Neb	
Charles G. Atwood, City	Clerk	
Edward E. Chalmers		Dartmouth
Leora M. Chase, Mrs. V. C. Sherman..	City	University of Wis.
Helen F. Joy, Mrs. G. W. Brown	City	
Gertrude M. Kent, Min'apolis, Minn.	Music Teacher	
Lena E. Moy		
Chas V. O'Connor, W. Creek, Colo.	Attorney	University of Mich.

Name and Residence.	Occupation.	Higher School
Ella O'Connor, Mrs. P. J. Connors	Vermillion, S. D.	
Frank D. O'Connor. Died 1890.		
Jennie M. Purslow, Mrs. J. M. Miller..	St. Louis, Mo.	Iowa Normal
Gertrude A. Richardson, Mrs. J. O. Patterson....	Emporia, Kan	State Normal
'84—George B. Ash, Onawa, Ia.	Bank Clerk	
Wm. E. Davis, City.	Lawyer	
George L. Gilbert, City	Mer. Tailor	
Helen E. Hoskins, Mrs. C. Johnson...	Kenton, Ohio	Oberlin College, O
Blanche Lewis, City	Teacher	
Emma C. McCarty, City	Clerk	
Katherine McCarty, City	Teacher	
Mary Neff, Mrs. Andrew Cramper	South Sioux City, Neb. Homek'per,	Notre Dame Univ.
Kate O'Connor, Sister Mary Bennetta	Died 1891.	
Charles E. Palmer, City	Com. Merch	
Ethel Richmond, City	Teacher	St. Catherine's Hall.
Lottie Riemstad. Died 1892.		
Alice E Smith, Mrs. J. S. Michaels...	City	Homekeeper
Annie M. Zuver Mrs. L. Diffenbacher	Cedar Rapids, Ia.,	Homekeeper
'85—Cora Camp, Mrs. F. M. Ziegler...	City	Homekeeper
Frank Marousek, Neptune, Ia	Teacher	
Myrta Richardson, City	Teacher	Chicago University
John J. Schlawig, City	Physician	Chicago Coll. P. and S.
Alice Stephens, Mrs. Jos. A. Haley..	City	Homekeeper
Cora E. Willey, Mrs. W. P. Stephens	Terra Haute, Ind.	Homekeeper
'86—Jennie E. Adams, City	Cashier	
Will Chase, City		
Emma C. Coats, City	Teacher	
Flora Falkenhainer, Mrs. Gus Scherling..	City	Homekeeper
Mary C. Foley, Cushing, Iowa	Teacher	

Name and Residence.	Occupation.	Higher School.
Lottie O'Connor, Died 1898		Georgetown Coll., D. C.
Louis Packer, City	Cashier	
Margaret J. Smith, Sioux Falls, S. D.	Supervisor of Music	
Betty Wannfried, Mrs. Leopold Goldsmith, Chicago, Ill.	Homekeeper	
Ella Zuver, City	Teacher	
'88—Margaret L. Beck, Mrs. A. L. Allen, St. Joe, Mo.	Homekeeper	
Anna Davis, Prescott, Arizona		
Edward H. Holman. Radcliffe, Ia.	Minister	University of Iowa
Samuel B. Hoskins, City	Physician	University of Iowa
Margaret Kennedy, City	Teacher	
Margaret Murphy, Homer, Neb.	T'ch'r Painting,	Notre Dame, Ind
Bessie Nairn, Salix, Iowa		
Frank E. Smith, Cripple Creek, Col.	Merchant	
Lizette Strauss, City	Teacher	
'89—Eugene Del Fosse, Bound for Cuba,	Soldier	
May Dillon, City	Music Teacher	Univ. of S. D.
Lizzie Eveleth. Died 1889		
Alice Halquist, Mrs. D. Stidworthy.. Homer, Neb.	Homekeeper.	S. C. Training Sch'l
Louise J. Hansen.. Mrs E. C. Currier, City	Teacher	S. C. Training Sch'l
John O. Kramer		
Alice McCarty, City	Teacher	
Grace McCarty, City	Stenographer	
Ella McGuire, City,	Teacher	S. C. Training Sch'l
Bertha Richardson, Mrs. J. M. Price.... City	Homekeeper	
Dollie Thornton Mrs. Graham.. Arden, Mo.	Homekeeper.	S. C. Training Sch'l
Lena Welden, Denver, Colo		
Gertrude Wood, City	Teacher.	S. C. Tr'g Sc'l & Ia. St. U.
'90—Anna S. Anderson, Mrs. Osmer A. Butler, Newcastle, Neb.	Homekeeper.	S. C. Training Sch'l
Eva E. Beck, City		
John L. Bissell, New York City	Lawyer	Princeton College
Emma M Bliven, City	Teacher	S. C. Training Sch'l

Name and Residence.	Occupation.	Higher School.
Minnie Bliven..... } Mrs. Alvin Bessmer }	Reading, Cal...	Homekeeper ....
Tillie Bliven..... } Mrs. Hugh Graham. }	Dakota City, Neb.....	Homekeeper .....
Edward J. Carey, City		Bookkeeper.....
Adele Chrysler, City.....		Stenographer.....
Alfred Cook. Died 1890.		
Laura Cook, Iowa City, Iowa.....		University of Iowa
Lizzie Davelaar, City.....		Teacher....S C. Training School
Helen Falkenhainer.. } Mrs. W. T. Johnson.. }	City.....	Bookkeeper.....
Etta Griffin, City.....		Teacher....S. C. Training School
Marie Hansen, City.....		
Mabel Hoyt, City.....		Teacher....S. C. Training School
Paul Jenkins, Kansas City, Mo.....		Minister.....Princeton College
Eva M. Kleckner..... } Mrs. Willard Converse . }	Cresco, Ia.	Homekeeper...University of Iowa
Chas. A. Kneedler, City.....		Bank Clerk.....
Fred W. Knott, City.....		Dentist.....
Van B. Knott, Bound for Cuba.....		Physician..... Washington
Fred A. McMaster, City..... ..		Lawyer.....University of Iowa
Bessie McKichan, City..... ...		Teacher.....Morningside College
Rose O'Connor, City.....		
Anna V. Phelps.. } Mrs. Frank Smith, }	Cripple Creek, Col.....	Homekeeper .....
Carl Strauss, City.....		Clerk.....
Frederica Strauss, City.....		Teacher....S. C. Training School
Wallace H. Swan, City.....		Bank Teller...Shattuck Mil. Sch'l
Clarence H. Winnie, Bound for Cuba.		Soldier ....
Albert H. Wise, City.....		Clerk .....
'91—Bertie Abernethy } Mrs. Chas. Launsbach, }	City.....	Homekeeper..... .....
Carl M. Cole, Albion, Iowa.....		Teacher.....Grinnell Colleg.
Jennie Curtis } Mrs. Elsworth Paddock, }	City	Homekeeper.....
Belle Eiseman, City.....		Teacher....S. C. Training School
Ella Hubbard, City.....		Teacher....S C. Training School
Edith Johnston, City.....		Teacher....S. C. Training School
Henry Knowles, Redland, Cal.....		Teacher.....
Russell Marks, City.....		Lawyer..... .....Yale
Maude McMaster, City		Teacher.....Cornell

Name and Residence.	Occupation.	Higher School.
Don Nourse, City	R. R. Clerk	
Ella Packer, City	Teacher	S. C. Training School
May Pendleton, City	Microscopist	University of Wis.
Gertrude Ross, Beloit, Wis	Teacher	University of Wis.
Ida Thomas, Denver, Col	Teacher	University of Chicago
'92—Roy Baker, City	Credit Man	
Virginia A. Chase, City		
Justine D. Ferris, Boston, Mass		Boston Art School
Nellie Higman, Poughkeepsie, N. Y.	Student	Vassar
Harry Krummann, City	Bank Clerk	
Grace A. Pierce, City	Teacher	S. C. Training School
Rob't H. B. Smith, City	Teacher	Yale
John Wheeler, Chicago	R. R. Clerk	University of Wis.
Alfred W. Young, City	Clerk	
'93—Julia Ashford, Homer, Neb	Student	University of Neb.
Felix C. Brasch, Detroit, Mich	Plumber	
Nellie M. Dibble, Palo Alto, Cal.	Student	Leland Stanford
Maurice F. Fitzgibbon, City	Bookkeeper	
Frederica C. Hansen, City	Student	N. W. Univ. Evanston
Roy C. Holmes, Evanston, Ill.	Studying Law	
Alice L. Ingersoll, Kalispel, Mont.	Teacher	S. C. Training School
Adah M. Jandt, City	Teacher	S. C. Training School
Thomas Coe Little, Norfolk, Neb	Student	Creighton Univ. Omaha
Lawrence J. McCarty, City	Clerk	
George O'Neil, City	Teacher	St. Bernard Seminary
Grace B. Robinson, City	Clerk	
Louise P. Reese, Chicago, Ill.	Student	University of Chicago
Winifred E. Smith / Mrs. Wm. Harris, Evanston, Ill		N. W. Univ. Evanston
Irena B. Townsend, Portland, Ore.		
Cora P. Weaver, Genoa, Neb	Teacher	
Flora B. Weaver / Mrs. J. Ashford, Homer, Neb.	Homekeeper	
Frank M. Wise, City	Merchant	
Albert O. Wakefield, City	Lawyer	Iowa State University
'94—Flora Adams, City	Book-keeper	
Theodore Allen, City	Student	Purdue University
Bert W. Baker, City	Shipping Clerk	
M. Greta Beach, Onawa, Ia	Music Teacher	

Name and Residence.	Occupation.	Higher School.
Edith Beard Mrs. E. B. Martin, } City		
Jennie Bruneau, City		
John W. Carey, City	Reporter	
May Clark, City		
May C. Dorsey Mrs. Frank P. Crane, } Mt. Pleasant, Iowa.	Homekeeper	S. C. T. School
Jennie P. Ford. Died 1898		S. C. T. School
Maude Fowle Mrs. S. D. Myers, } City	Homekeeper	
Matt M. Gray, Bound for Cuba	So'dier	
Edna Hall Mrs. Alexander Elliott, } City		Business College
Jennie Humbert, City		
Shelley Keats Johnson, City	Dentist	Dental College
Helen M. Kaump, City	Teacher	S. C. Training School
Baptista Kerby Mrs. Joe Hummer, } Iowa City, Ia		University of Iowa
Lulu Kremer, City		S. C. Training School
Anna McCullough, City	Teacher	S. C. Training School
Wilber C. McNeil, Palo Alto, Cal	Student	Leland Stanford Univ.
Belle Middlekauff, Oberlin, O	Student	Oberlin College
Sam Page, City	Law Student	
Albert C. Phillips, Vail, Ia	Physician	S. C. Med. College
John Rederich, Gillette, Col	Merchant	Leland Stanford Univ.
Marie Schlawig, City	Teacher	S. C. Training School
Carrie Skerry, City	Teacher	U. of S. D. and S. C. T. S.
Daisy E. Wilder, City	Teacher	S. C. Training School
Harriette K. Young Mrs. Harry D. Warner, } Chicago, Ill		Chicago Kinder. Normal
Katherine G. Young, Sibley, Ia	Teacher	U. of S. D. and S. C. T. S.
'95—Laura Allen, Whitewater, Wis		S. C. Training School
Robert Allen, City	Student	Beloit College
Paul Beck, Denver, Col	Journalist	
Bertha Blum, City	Teacher	University of Iowa
Clara Britton, City	Stenographer	Commercial School
Earl Cummings, City	Clerk	
Thomas Cowgill. Died 1895		
Jay Dundass, Mitchell, S. D	Clerk	
Eugene Eveleth, Salix, Ia	Teacher	

Name and Residence.	Occupation.	Higher School.
Fred Eveleth, Salix, Ia		
Marie Fitzgibbon, City	Teacher	S. C. Training School
Edith Fogg, City	Teacher	S. C. Training School
Maude Galbraith, City		Oberlin College
Florence Gilbert, Boston, Mass	Teacher	S. C. Training School
Ella Green, City	Student	University of Iowa
Margaret Haley, City	Stenographer	
Ethel Hood, Chicago, Ill	Hospital Nurse	
Versa Horner, Coon Rapids, Ia	Teacher	
Brown Higman, New York City	Clerk	
Charles Hills, City	Clerk	
DeWitt Hughes, City	Traveling Agt	University of Ia.
George Junk, City	Bookkeeper	
Alice Jordan, Primghar	Teacher	University of Wis.
Gertrude Kellogg, City	Elocution T'chr	
Edyth Kneedler Mrs. J. O. Hammer,	City	S. C. Training School
Julia Murphy, City	Teacher	S. C. Training School
Olive Murphy, City	Teacher	S. C. Training School
Loretto McCarty, City		
Grace McGuire, City	Teacher	S. C. Training School
Mellie McAllister, Minneapolis, Minn		
Gertrude McDaniels, Jolley, Ia	Teacher	
Will McMaster, City	Student	Beloit College
Joanna Oliver, Onawa, Ia	Student	Wellesley College
Clara Perkins Mrs. W. H. Sammons,	City	Homekeeper
Birdie Price, Boston, Mass		
Fred Rose, Kenosha, Wis	Sec. Y. M. C. A	Beloit College
Lida Richardson, City	Teacher	
Lulu Smead, City	Stenographer	
Marjorie Spaulding, Kalispel, Mont.	Teacher	
Edna Sprague, City	Student	University of Wis.
Harlan Shoemaker, City	Student	Leland Stanford Univ.
Craig Spencer, Bound for Cuba	Soldier	University of Neb.
Humphrey Statter, City	Stockman	
Ida Webb, City	Teacher	S. C. Training School
Elizabeth Wilson Mrs. Wm. Cappock,	Mason City, Ia.	Homekeeper
Adelia White, Des Moines, Ia		

Name and Residence.	Occupation.	Higher School.
Mazie Young, City	Teacher	U. of S. D. and S. C. T. S.
Jennie Youngren. Died 1897		S. C. Training School
'96—Harry H. Adair, Dak. City, Neb.	Student	Morningside College.
Helen E. Adair, Died 1897		
Bessie K. Beach, Neligh, Neb	Teacher	
Wm. Edmund Beck, City	Student	University of Iowa...
Clarence Brown, City	Student	University of Iowa...
Ethel Chesterman, City	Retoucher	
Elizabeth T. Clapp, Homer, Neb.		
Chas H. Coleman, Bound for Cuba	Soldier	
Marie L. Crady, City	Clerk	
George M. Eveleth, Salix, Ia		
William E. Eveleth, Salix, Ia		
Alice E. Fitts, City		
Charles A. Green, City	Student	Leland Stanford...
Mildred M. Hood, City	Teacher	S. C. Training School
John R. Hughes, Omaha, Neb	Clerk	
George L. Hunt, City	Trav'l. Ag't	
Helen I. Ingersoll, Cherokee, Ia	Student	University of Iowa...
M. Blanche Johnson, Windom, Minn.		
Burton K. Lewis, City	Student	University of Iowa...
Constant R. Marks, City	Law St'dnt	
Frank A. Meredith, Bound for Cuba	Soldier	
Edith B. Milligan, Ormand, Fla.		
Sara E. Murphy, City	Teacher	S. C. Training School
Evarista O'Brien, City	Teacher	S. C. Training School
Margaret O'Connell, Salix, Ia.	Student	Drake University
Calla M. Richardson, City		
Isabelle P. Sloan, City	Teacher	S C. Training School
Robert E. Smith, City	Student	Beloit College
Nellie T. Swartz, Akron, Ia.	Teacher	
Rose P. White, Centerville, S. D.	Teacher	S. C. Training School
George W. Wilkins, Bound for Cuba.	Soldier	
'97—Mabel C. Anthony, City,		
Mae Beggs, City.	Student	N. Eng. Con. of Music
Ethel M. Bond, City		
Perry A. Bond, City	Student	University of Iowa...
Anna L. Brown, City	Teacher	
Emily R. Bruce, City	Teacher	
Mary G. Bucknam, City		
Lewis Caton, City	Clerk	
William D. Clapp, Dakota City, Neb.	Farmer	
Sybil Cohen, City	Student	Wellesley College

Name and Residence	Occupation	Higher School
Charlotte A. Dillon, City	Stenog'ph'r	
Helen G. Dorsey, City		
Lillie W. Fowle, City		
William E. Gale, City	Trav'l. Ag't	
Cecil E. Gantt, Bound for Cuba	Soldier	
Adah G. Grandy, City	Student	Univ. of Wisconsin
Myrtie A. Grier, City		
Ida L. Grillet, City	Teacher	
Ella P. Guiney, Deming, N. M.	Teacher	
Edith A. Hardy, City	Teacher	
Mamie E. Hills, City	Teacher	
Fred R. Hunt, City	Clerk	
Anna E. Irwin, City		
Katharine E. Joesten, City		
Lenore S. Johnson, City	Student	N. W. University,
Mabelle G. Jordan, City	Student	Iowa State Normal
Rose Kelly, City		
Julia C. McCaughey, City		
Grace F. Nash, City		
Emma S. Nivling, City		
Nan C. Nivling, City	Teacher	
Elma M. Peterson, City		
Mae E. Provost, City		
Annetta Rankin, City	Stenog'ph'r.	Business College
Josephine Ross, City		
Huldah Salter, Florence, Italy		
Alice N. Sloan, City,	Teacher	
Claude M. Smith, City	Clerk	
Herrick Spaulding, City	Student	Leland Stanford
Lydia F. Thompson, City		
Bertha Wakefield, City	Student	Univ. of Minnesota
Edith R. Webb, City		
Horace R. Weisz, Bound for Cuba	Soldier	
George W. Wise, City	Clerk	
Kittie A. Wise, City		
Jay Wood, City		
Harry H. Youngren, City	Clerk	

Number of Members	357
Graduates of '98, (see names in H. S. Report)	32
Total Number of Graduates	389